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**THEME:** NATIVE LANGUAGE INTERFERENCE IN THE  
SPOKEN TARGET LANGUAGE: A CASE STUDY OF THREE  
(3) SPEAKERS OF ENGLISH AS A FOREIGN LANGUAGE.

Research done in order to achieve: The Bachelor's  
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## **CERTIFICATION**

Dra. María Arias Córdova

### **CERTIFIES THAT:**

This research work has been thoroughly revised by the graduation committee. Therefore, authorizes the preparation of this thesis, which complies with all the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, March 25<sup>th</sup>, 2010

Signature \_\_\_\_\_

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## **AUTHORSHIP**

The thoughts, ideas, opinions and the information obtained through this research are the only responsibility of the author.

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Maria Gabriela Romero Espinoza

## **DEDICATION**

First of all, thanks to my God for showing me my paths and enlightening me.

Thanks to my husband Jaime who encouraged me to return to college and who was always willing to help me so I could accomplish all my tasks. And to my beloved daughter Denisse who always had patience in my busy times. You were one of the most important reasons for me to get prepared for the future.

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## **ABSTRACT**

The topic of this investigation is “Native Language Interference in the Spoken target Language: A case study of three (3) Speakers of English as a foreign language”.

The field research for this investigation was done in Quito – Ecuador. The samples were taken from 3 native Ecuadorian Spanish speakers who speak English as a foreign language.

The scientific methods followed in our investigation were the Bibliographic, the Analytic and the Descriptive methods.

The techniques employed were note taking to collect information from books and other bibliographical resources, interviews, speeches, recordings and transcriptions.

The instruments employed for accomplishing this investigation were a notebook, a voice recorder and a computer.

The obtained results showed that ‘omission of pronouns’ are the most frequent syntactic errors found on the three studied individuals’ speeches and interviews. And these were followed by other syntactic errors in minor occurrence as word order, inadequate use of prepositions and overuse of the definite articles, within the most significant.

The most important conclusion that we reached is that Native Language Interference in grammatical and lexicon structures, is actually present in the spoken target language of all the individuals studied in this investigation, in addition to other type of errors. We

reached this conclusion after transcribing and analyzing each individual's speech.

## **INTRODUCTION**

‘Native language interference’ is the influence that the first or native language produces in the learning or in the production of a second language.

Features of the native language as pronunciation, grammatical structures, vocabulary and language habits have been found to be transferred from one language to another. Linguists say that there is interference still in competent speakers of a second language. And that the only native like competence or proficiency exists in native speakers.

In addition, linguists have also found that language interference can be divided in two; positive and negative interference. They say that ‘positive interference’ occurs when the two languages have similarities in their grammatical structures, sounds and lexicon and these are transferred to the foreign language; and in contrast, ‘negative interference’ occurs when the two languages have differences in the same mentioned features and these features are transferred to the foreign language causing errors and mistakes in the production of the language. However, other studies have found that we can not assume that every error or mistake is due to the speaker’s native language interference. Therefore, linguists have proposed an analysis based on the notion of interference. This analysis has been called Contrastive Analysis. It compares and contrasts languages and the cultural background of speakers and

students of ESL. Nevertheless it has been discovered that interference errors appear more frequently than other types of errors found on studies.

Furthermore, 'Native language interference' has been a very analyzed topic for the linguistic and sociolinguistic fields around the world and for several decades. It has been a main topic of study around the world, but here in Ecuador it hasn't been investigated that much. Therefore, that is the reason that originated this study. We needed to find out how is that native Spanish speakers who speak English as a foreign language manage their speech in English and also what happens with EFL's speakers in our country. Do they transfer their first language features or their language habits to English? How, and in to what extent.

Moreover, this study was made with the help of 3 native Spanish speakers who speak English as a second language. We could observe that in fact (as it has also been observed in other studies made abroad), there is interference even in the most proficient individuals. We could observe in all of the transcriptions that the studied individuals made several interference errors (and other types of errors too).

Hence, as we have observed and found in this investigation all of the studied individuals who speak English as a foreign language transfer their (Spanish) native language's grammatical structures and lexicon to the foreign language in a considerable amount.

Besides, as this topic has not been deeply studied in our country before, we consider that it is very important investigate further this linguistics' field which affect communication, therefore this investigation could be a significant contribution to the field of applied linguistics in the EFL teaching area in our country, since EFL Teachers have to be aware of the fact that if they are not native speakers, they would have moments when their native language will interfere with their foreign language and this could affect their performance. Thus, the results of this investigation could be a guiding light because it illustrates which are the most common structures of the 'native language interference' from Spanish to English; consequently it could help the EFL speakers to be aware of these frequent errors and mistakes and to improve their speech.

Additionally, this investigation was made first using the Bibliographic scientific method. We collected information for the theoretical background; with the help of resources as scientific information found in books, internet articles and some material given by the university. Then, the field research was made possible with the voluntary help of 3 native Spanish speakers who generously gave us some hours of their time to answer to 1 interview and to make 2 speeches in English, each one. And for recording those, we used a recording machine to document the interviews and the speeches. Later we made the transcription of the speeches and interviews, and their further grammatical and lexical analysis with the aid of

grammar and lexicon manuals. After that, when the results of the field research were taken, we made a descriptive analysis of each type of errors that were previously determined in each of the variables' indicators. The two variables established were grammatical structures and lexicon each with various indicators which were compared to Spanish one by one.

Moreover we should remark that the main incentive that made us accomplish this investigation is first, the achievement of the bachelor's degree in EFL Teaching. And then, the challenge of investigating a subject as interesting, significant and helpful to our society as this topic of 'native language interference' in the spoken target language', because these kind of research is going to be of a great help to the graduating EFL Teachers, to other already graduated and practicing teachers in our country, and it can also be of great help and interest of other professionals who need to speak English to communicate. As well, this investigation can be of interest for linguists and other people that are interested in linguistics and specifically in this topic.

Still, it is important to mention the limitations we passed through during the elaboration of this thesis. First we could mention that some difficulties were found in the transcriptions because all of the individual's spoke quite fast, so it took a lot of time to listen, repeat and transcript the ideas, and in some cases the cohesion of ideas was not accurately so we had to analyze those speeches, this

happened maybe due to the spontaneity of the interviews and their speeches since they were not read.

A second limitation found during the investigation was on the analysis and comparison of similarities and differences between the studied individual's knowledge of Spanish and English. Because we did not deeply analyzed what was the real knowledge and production of the studied individual's native language (which is Spanish), as we have done in their EFL production, such as taking samples and analyzing them. Anyway we made a small comparison by relying on their social and educational background.

Finally we should remark that the objectives proposed for this study were accomplished.

To explain how, we are first going to write down the specific objectives that were proposed, and then we are going to explain how they were accomplished.

The first objective of our investigation was to determine the most frequent syntactic and semantic errors found in the speech of proficient speakers of English as a foreign language, through the analysis of some spoken texts produced by the individuals selected in the sample.

This objective was accomplished by the development of the categorization and the exposition of results.

First, we made the research of errors and mistakes, which were tabulated in a categorical and organized system. Second, all the

errors categorized by indicator and type were taken and divided into two percentage charts, which belong each to the indicators 'grammar structures' and 'lexicon', and third, after making the analysis we drew a different statistical chart plus a pie chart that allows us to observe which were the most frequent syntactic and semantic errors of the speakers.

The second objective of our investigation was to compare English and Spanish structures to find out the possible causes of error in the speech of EFL speakers. This objective was accomplished first by the elaboration of the analysis where we described some of the most important differences and similarities that exist principally between the grammatical structures of Spanish and English, and mostly in the structures chosen for this investigation. Then, we compared these similarities and differences with real errors taken by the samples of the three studied individuals. This way, we could observe that the causes of the found errors were maybe mainly due to: insufficient knowledge of grammatical rules in English, to native language interference in a considerable quantity, a small quantity of transference of linguistic habits, slips of the tongue and maybe other errors and mistakes.

The third objective was to set up a basis for further studies and inquire on first language interference in second and foreign language speech in our country. This third objective has been accomplished, because as the results and the analysis have shown, there is



definitely an influence from the native language in the production of a second language, in this case from Spanish to English. So, this investigation can be a basis for further studies. Because it can inspire linguists and other people interested in the topic in this country, such as teachers, bilingual schools, universities, English institutes (or even enterprises that do international business) to inquire about what is the general extent of this 'native language interference' and how it can be a limitation for a professional to communicate and teach. So, it can be an opportunity for doing research on effective techniques or solutions that can help to avoid the interference of the native language.

## **METHODOLOGY**

For the elaboration of this research, we employed a few scientific methods.

To start, we employed the bibliographic method for gathering the scientific material necessary for the theoretical frame. We collected theoretical information. This information was found in linguistics' books and in some important encyclopedias. We used the computer and a notebook for taking notes; then we examined all the information we could obtain and then we selected the most relevant information for all the topics that are included in the Theoretical Background. Then we proceeded to carefully elaborate the Theoretical Background integrating scientific information and theories from diverse authors or encyclopedias.

When the Theoretical Background was finished, we searched for 3 native Spanish speakers who spoke English as a second language. We found 3 individuals that could help us. The first two were English teachers and the last one was the manager of an importing company.

When we found these 3 individuals who were willing to help us, we arranged three appointments with them, one appointment for interviewing them and two appointments for their speeches. We explained them that it was a linguistic study for a thesis research, and ask them to prepare two speeches about any topic they wanted to speak about, also to bring an audience to the place they wanted to

make their speeches. All of the speeches were made in diverse places, first in an English institute, then in a particular school and other in an office meeting room.

So, we could make the interviews and listen to the speeches on time and with all the required elements. For accomplishing this we used a voice recorder.

Once the interviews and speeches were finished we proceeded to the transcription of each one of them. For accomplishing this we listened carefully to each one of them once and again.

When we finished with this procedure, we proceeded with other scientific method. The Analytic and Descriptive method, in order to do the descriptive and statistical analysis, and the interpretation of the data gathered through the field research done. So, we read and analyzed each of the interviews and speeches trying to find the grammatical and lexical errors of each of the proposed indicators of each variable. When all the errors were found they were taken out from the transcriptions and organized in charts that were previously designated for each indicator (use of subject pronouns, word order, invented words, etc). These errors were subdivided inside the charts in 'error categories' such as omissions, overuse, inadequate use, and etcetera. Then, the errors were quantified and set in a statistic chart and were analyzed to determine which were the errors that occurred most frequently.

Subsequent to that, made a comparison of the most relevant syntactic structures of English and Spanish.

And after this, we employed again an analytical method; we analyzed and diagnosed the errors found based on some of the examples of the indicator's charts and made up our conclusions supported by our objectives, our theoretical background and our results obtained.

## **RESULTS**

For this study of: “NATIVE LANGUAGE INTERFERENCE IN THE SPOKEN TARGET LANGUAGE: A CASE STUDY OF THREE (3) SPEAKERS OF ENGLISH AS A FOREIGN LANGUAGE”, we have collected information through transcript material gathered from three interviews and six speeches given by three Ecuadorian individuals who speak English as a second language.

Each individual provided us one interview and two speeches.

The first person who helped us was a man who works as a teacher in a prestigious English institute in Quito.

The second person who helped us was also a man, an English teacher who works in a private high school in Quito.

And the last person who helped us was a man who works as general manager of an importing company in Quito.

The following are the collected results from all the interviews and speeches made:

## CHART ONE

**Variable:** Grammar Structures

**Indicator:** Subject Pronouns

Type of Text	Most common errors	Examples
Interview 1	Omission of the subject pronoun "I"	<p>» ___ work with the internet</p> <p>» ___ started learning at school</p>
	Omission of the subject pronoun "it"	<p>» but ___ is very hard for me to communicate</p> <p>» I think ___ is very important</p> <p>» at the beginning ___ was very hard</p> <p>» I have heard that ___ is a very</p> <p>» ___ is a very organized country</p> <p>» when I was a kid...but ___ was many years ago.</p> <p>» so ___ is very easy to</p> <p>» ___ is so hot</p> <p>» I didn't find ___ here</p>
	Overuse of the subject pronoun "they"	<p>» there are a lot of people that <u>they</u> are open minded</p>

	Inadequate use of the subject pronoun	<p>» I went as a family</p> <p>» I don't remember the name of the band but maybe <u>they</u> <u>were</u></p>
<b>Lecture 1</b>	Omission of the subject pronoun "it"	<p>» ___ could be possible...</p> <p>» ___ is not true, ___ is that they forgot some letter or some number</p> <p>» This unique restaurant he told me, ___ is a regular restaurant for lunch</p> <p>» They had a vetting for export ___ is impossible for them to export...</p> <p>» ___ Is a very modern city</p> <p>» ___ is a very crowded city</p> <p>» and ___ is surrounded by sea</p> <p>» But it looks like country is growing, ___ is opening to new markets</p> <p>» and ___ is a continuous process</p> <p>» Because ___ is so expensive to produce glass</p> <p>» They paint the glass, and then ___ goes straight to the furnace</p> <p>» Once they have the glass <u>on</u> the furnace they laminate ___, if ___ is a windshield</p> <p>» Because ___ is supposed to be a secret</p> <p>» I was drinking water, ___</p>

		<p>is something that is natural.</p> <p>» For me as an Ecuadorian I think ___ is terrible.</p> <p>» ___ is the same politician, the person who thinks....</p>
	Omission of subject pronoun "they"	<p>» Are they going to make their mistakes so notorious that ___ say : everything the man represents...</p>
	Omission of subject pronoun "I"	<p>» and then ___ have to make them...</p>
	Inadequate use of subject pronoun	<p>» it was a very difficult time for <u>they</u>.</p> <p>» <u>They</u> has four seasons.</p> <p>» <u>It was</u> a different people</p>
<b>Lecture 2</b>	Omission of subject pronoun "it"	<p>» The Mardi Grass. ___ Is in Chicago...</p> <p>» The classical music, they mix ___ with Rock.</p> <p>» I like that music too, because ___ is an expression...</p> <p>» This Gothic style is nice to listen, ___ is Hard Rock but...</p> <p>» That expression is nice and ___ is so difficult to get...</p> <p>» ___ is not as easy as the guitar</p>
	Omission of object pronoun "them"	<p>» If you can listen to ___, that's gonna be nice.</p> <p>» Their voices are so sweet, they mix ___ also with some</p>



		<p>classical instruments</p> <p>» I really liked ____</p> <p>» And I liked____</p> <p>» I liked____</p>
	Overuse of possessive pronoun	<p>» And he left aside <u>his</u> playing guitar...</p>
	Overuse of subject pronoun	<p>» another expression that <u>it</u> was unique</p> <p>» there was another expression that <u>it</u> was unique</p> <p>» But the one I used to listen and used to sing along <u>it</u> was Creedence</p> <p>» I'm only related to Rock'n Roll and Blues expression that <u>they</u> started on the Delta</p> <p>» we had a lot of jazz also, that <u>it</u> was only for listening</p>
	Inadequate use of subject pronoun	<p>» but <u>it</u> was also things</p>

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## CHART TWO

**Variable** : Grammar Structures

**Indicator** : Definite article

Type of Text	Most common errors	Examples
Interview	Overuse of the definite article	<p>» I have heard that <u>the living</u></p> <p>» Well <u>the</u> people in China</p> <p>» <u>the</u> people have</p> <p>» Yes, <u>the</u> both, <u>the</u> both born here</p> <p>» I liked <u>the</u> Ecuador</p> <p>» ____ Is so hot, that you need <u>the</u> air conditioning</p> <p>» But <u>the</u> black people is</p> <p>» what he likes to see is <u>the</u> cartoons</p> <p>» <u>the</u> Latin people</p>
	Omission of the definite article	So that's one reason for me to get into ____ English world.
	Omission of the definite article	<p>» If he thinks ____opposite of what I'm thinking</p> <p>» The highlands, the coast____ Galapagos Islands</p> <p>» it looks like ____ country is growing</p>

<b>Lecture 2</b>	Overuse of the definite article	<p>» one good expression of <u>the</u> Rock</p> <p>» the best is <u>the</u> classical rock</p>

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### CHART THREE

**Variable** : Grammar Structures

**Indicator** : Indefinite articles

Type of Text	Most common errors	Examples
<b>Interview 1</b>	Omission of the indefinite article	» you know ___ good job » The whole city is __ very, very nice city » so it was ___ very nice experience » don't have ___private life » if you didn't <u>make</u> ___ certain procedure
	Overuse of the indefinite article	» and having <u>a</u> little conversations » this is <u>a</u> good music
	Inadequate use of indefinite article	» to <u>a</u> international fair » <u>a</u> English colony
<b>Lecture 1</b>	Omission of the indefinite article	» You have to have ___computer antivirus. » ___ very modern city. » in ___ 3000° Fahrenheit heat
	Overuse of indefinite article	» It goes to <u>a</u> different stages

	Inadequate use of indefinite article	» since it was <u>a</u> English colony.
<b>Lecture 2</b>	Omission of indefinite article "a"	» Joplin was ___nice, nice singer.
	Overuse of indefinite article	» playing as <u>a</u> musicians on some bands » A new technique, <u>a</u> new sounds <u>s</u> ...
	Inadequate use of indefinite article	» as <u>an</u> starting point » he died because of <u>a</u> overdoses

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## CHART FOUR

**Variable** : Grammar Structures

**Indicator** : Double Negation

Type of Text	Most common errors	Examples
Interview 1	Double negation	» I <u>didn't</u> have <u>no</u> typical » we <u>don't</u> see <u>none</u> of that » we <u>don't</u> have <u>no</u> extreme weather.
Lecture 1		
Lecture 2		

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## CHART FIVE

**Variable** : Grammar Structures

**Indicator** : Position and Pluralization of Adjectives

Type of Text	Most common errors	Examples
Interview 1	Position	» communication written » people have an average good quality of life
Lecture 1		
Lecture 2	Position	» But not the baseball that we see professional » The force military

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## CHART SIX

**Variable** : Grammar Structures

**Indicator** : Prepositions

Type of Text	Most common errors	Examples
<b>Interview</b>	Overuse of the preposition	<p>» I would never forget listening to Supertramp <u>at</u> the same year</p> <p>» But to say <u>to</u> the private sector (to tell...)</p>
	Omission of the preposition	<p>» I understand 70 to 80% ____ what they were saying</p> <p>» After I arrived ____ the country</p> <p>» I like all ____ Quito</p> <p>» Even ____ kids to people that are 60</p>
	Inadequate use of the preposition	<p>» And I've learned a lot <u>to</u> knowing people, knowing places</p>
	Direct translation of the preposition in Spanish	<p>» For reasons of health</p>
<b>Lecture 1</b>	Overuse of the preposition	<p>» you click on <u>to</u> the drive you want to check</p>



	Omission of the preposition	<p>» is just ___ help</p> <p>» what they do is ___ recycle</p> <p>» you start your antivirus program___ different ways</p> <p>most of the jobs are___ factories, ___ technology, and they have</p>
	Inadequate use of the preposition	<p>» we can find a lot of <u>threatens for</u> computers</p> <p>» So, they have laws <u>about</u> this</p> <p>» tools that you can use <u>on</u> the internet</p> <p>» As I arrived <u>to</u> Korea</p> <p>» arrived <u>at</u> Seoul</p> <p>» I arrived <u>at</u> the province of Fuzhu</p> <p>» I finally arrived <u>to</u> Houston</p> <p>» in a same way, <u>on</u> a way that's</p> <p>» gaining experience <u>through</u> all the mistakes</p> <p>» young people coming out <u>of</u> this idea</p> <p>» when we don't have new people coming out <u>from</u> any point of view</p>
	Direct translation of the preposition in Spanish	» I learned a lot of them

Lecture 2	Overuse of the preposition	<ul style="list-style-type: none"> <li>» they started <u>to</u> playing</li> <li>» black people started <u>to</u> playing</li> <li>» in the world around <u>at</u> that time</li> <li>» So they started <u>to</u> singing</li> <li>» is just help <u>down</u> politically</li> </ul>
	Inadequate use of the preposition	<ul style="list-style-type: none"> <li>» Jazz as <u>an</u> expression <u>as</u> music</li> <li>» they started <u>on</u> the Delta on Chicago...</li> <li>» <u>on</u> places like</li> <li>» Then, <u>with</u> rock there are a lot of expressions</li> <li>» <u>With</u> Rock one example of that is</li> <li>» you can find also that on music <u>with</u> Pink Floyd</li> <li>» So, the manager <u>in</u> 'Fleshman' company, he said</li> <li>» <u>in</u> that time</li> <li>» I went <u>in</u> the Colegio Americano</li> <li>» later <u>to on</u> life</li> <li>» you can find also that on music with Pink Floyd</li> <li>» He was__completely god <u>in</u> guitar!</li> </ul>
	Omission of the preposition	<ul style="list-style-type: none"> <li>» and used to sing along____, it was Credence</li> </ul>

	Direct translation of the preposition in Spanish	<u>on</u> music with Pink Floyd to see <u>to</u> important persons
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## CHART SEVEN

**Variable** : Grammar Structures

**Indicator** : Word Order

Type of Text	Most common errors	Examples
<b>Interview 1</b>	Inadequate word order	<p>» I go to play to maybe karaokes</p> <p>» And is a nice city to live in Quito</p> <p>» What other things I can find?</p> <p>» and just I went</p> <p>» It starts to come the wind</p>
<b>Lecture 1</b>	Inadequate word order	<p>» the idea that politics we should talk about it every day...</p> <p>» all are we saying...</p> <p>» people have an average good quality of life.</p> <p>» They also are very concerned.</p>
<b>Lecture 2</b>	Inadequate word order	<p>» but not the baseball that we see professional</p> <p>» you had to go to where you live closer to home</p> <p>» We use to take very seriously our education</p> <p>» the force military</p> <p>» he is doing always</p>

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## CHART ONE

**Variable** : Lexicon

**Indicator** : False Cognates

Type of Text	Most common errors	Examples
Interview 1		
Lecture 1		
Lecture 2		

## CHART TWO

**Variable** : Lexicon

**Indicator** : Invented words

Type of Text	Most common errors	Examples
Interview 1		
Lecture 1	Inadequate use	» <u>seriousless...</u>
Lecture 2		

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## **DISCUSSION**

### **THEORETICAL BACKGROUND**

The following scientific research is going to explain some of the theories of 'native language interference' and also all the most important theories linked to it.

### **PREVIOUS STUDIES ON THE SUBJECT**

Native Language Interference has been also called "Language transfer, L1 interference, Linguistic interference, or crossmeaning", as affirmed in Wikipedia (2009); but, as we have found, authors refer more frequently to this topic as 'Transfer'.

Transfer has been a widely researched field. Major (2001) stated that "Transfer has been the most thoroughly studied area in second language phonology."

The notion of 'Transfer begins in the behaviorist school. It was a widely used term in the first half of the last century. And it was described as "the psychological process whereby prior learning is carried into a new learning situation". As Gass & Selinker (1994) elucidate.

The latest definitions are given by Burneo (2009) who cites Ellis (1997) which states that: "Transfer is the influence that the learner's native language exerts over the acquisition of a second language."

Byram (2001) also defines 'Transfer' :

"Transfer is the process whereby the learner transfers features of the first language (L1) to the target language (TL). The transfer items can range from vocabulary to grammar rules.

Learners transfer sounds, structures and usages from one language to the other with properties of L1 exercising an influence on the course of L2 learning"

Then; errors result when the learner applies familiar rules to the target language, since new rules are required for it, and these new rules are sometimes only partially known or incorrectly used by the learner.

Byram explains that Language Interference is linked to 'Contrastive Analysis', which analyzes and compares the first and second languages to find possible areas of difficulty which may lead to transference.

Moreover, 'Transfer' is also linked to Error Analysis which is "an applied linguistic methodology which in difference to Contrastive Analysis, proposes that errors are not all due to interference or transfer. But we are going to make a more careful study of these two important subjects in the next pages of this investigation.

Furthermore, Faerch, Haarstrup and Phillipson (1984) cited by Byram (2001), argue that the nature and role of 'Language interference' or 'Transfer' have been widely discussed in earlier



decades, but what has been discussed in particular has been if it is an aid or an obstacle to learn a second language.

So, in this context Language Interference or Transfer can be a Positive or Negative topic. To elucidate the previous statement we are going to analyze each of the statements found.

On one hand, Byram (2001) says that Interference can be a positive issue when the first language and the target language have similarities, because this may well assist on learning the TL. Language Interference thus, becomes positive when languages are similar and the transfer of sounds, structures, properties and habits of the L1 assist in the learning of the target language.

This positive transfer results in “native like utterances” and it can be called a “free ride because the learner does not have to acquire anything new”.

On the other hand, Negative Transfer as Major (2001) states, occurs when both, native language (L1) and target language are different, so, as a result errors will appear.

Byram (2001) states that Negative Transfer takes place as a cause of improper use of L1 rules or items, or because of the employment of false friends which are words in the L2 that are alike to the L1's words, but they have a different meaning and thus they are incorrectly employed.

Major (2001), concludes to this issue that Positive or Negative Transfer depends on “the native languages and dialects of the learners”.

Gass & Selinker (1994) also suggest that we should also take the following into account:

Implicit in the use of these terms is that there are two different underlying learning processes, one of positive transfer and another of negative transfer. But the actual determination of whether or not a learner has positively or negatively transferred is based on the output, as analyzed by the researcher, teacher, native speaker hearer, and so forth. In other words, the terms refer to the product, although the use implies a process. There is a process of transfer; there is not a process of negative or positive transfer.

Furthermore, what is it that makes learners transfer or not and what is the extent of their willingness to do so?

This is what Byram (2001) inquires about Transfer. He states that we cannot assume that learners whose L1 has a close relationship with the L2 will transfer automatically, nor that they will not transfer if their L1 has very little in common with the L2. There are many variations in these situations. Byram asserts that “learners assess L2 early on and perceive the distance or proximity to their own language at various linguistic levels, and this assessment will influence the amount of transfer which they will then be involved in.”

Additionally, “Transfer may be conscious or unconscious” as stated in Wikipedia (2009). Learners are aware of internal rules and structures of the L2. But, when they speak or write the learners are not always sufficiently skilled to put every rule into practice and they fall back on the use of or their first language.

Learners transfer consciously when they have forgotten or have not properly learned the usage of some structures and they try to guess. On the other hand, they transfer unconsciously when they disregard the fact that the internal rules and structures of their first language are different from the second language, as mentioned in Wikipedia (2009).

## **LINGUISTICS**

There are several definitions of Linguistics, but in general they all agree that it is the study of human language.

Linguistics is the scientific study of language; it studies how languages are related among themselves history and the cultural place that language has in human behavior. As stated in The Columbia Encyclopedia (2007).

To support this description we can also mention that, “Linguistics concerns itself with describing and explaining the nature of human language”, as stated in Wikipedia (2009).

Additionally, Mathews (1997) states that “Linguistics is concerned with the lexical and grammatical categories of individual languages, with differences between one type of language and another, and with historical relations within families of languages”. He finally stresses the importance of Linguistics by saying that its study is a central part of our lives as human beings.

Language has been considerably studied since ancient times, in India, China, Greece Rome, among medieval Arabs and Jews. And

most of those studies were only focused in studying the local and most relevant languages. But since the seventeen century, linguists started to place interest in studying language broadly, their interest was in studying ‘the nature of language’. However, nowadays, modern Linguistics does not derive from the old traditions, but “instead, it grew up from fresh beginnings in Europe and the USA”, as Trask (1999) says.

There have been two representative figures in the study of Linguistics, they are: Ferninand de Saussure and Noam Chomsky.

As The Columbia Encyclopedia (2007) says, Ferninand de Saussure who is considered the father of modern structural linguistics believed in “language as a systematic structure serving as a connection between thought and sound”. It also says that “Saussure thought of language sounds as a series of linguistic signs that are purely arbitrary”.

Then, Noam Chomsky totally revolutioned the old concepts in Linguistics about language, giving new proposals that ended up turning into today’s well known ‘Universal Grammar’ whose approach is based upon universal principles of language, but in fact, Chomsky’s influence is still alive in these days to the point that the outsiders believe that Linguistics is ‘Chomskian’s Linguistics’. However, it has been known that the last greatest progress in language understanding was made by new sociolinguistics as Labov, Trudgill and Milroy, as Trask (1999) affirms.

Linguistics study relies on some principles. As pointed out in Wikipedia (2009), the general questions presented by the study of Linguistics are “What is universal to language, how language can vary, and how human beings come to know languages”

Furthermore, Linguistics is quite a wide field of study. It has some subfields of study, and various branches.

Linguistics comprises many subfields which range from those focused mainly on form to others focused mainly on meaning. As stated in Wikipedia (2009). These subfields are the following:

**Phonology**, the study of sounds (or signs) as discrete, abstract elements in the speaker's mind that distinguish meaning.

**Morphology**, the study of internal structures of words and how they can be modified

**Syntax**, the study of how words combine to form grammatical sentences

**Semantics**, the study of the meaning of words (lexical semantics) and fixed word combinations (phraseology), and how these combine to form the meanings of sentences

**Pragmatics**, the study of how utterances are used in communicative acts, and the role played by context and non-linguistic knowledge in the transmission of meaning.

**Discourse analysis**, the analysis of language used in texts (spoken, written, or signed)

**Phonetics**, the study of the physical properties of speech (or signed) production and perception. (This is considered mostly as a branch)

## **BRANCHES OF LINGUISTICS**

Linguistics has subfields or branches that are concerned with specific aspects of linguistic structure which focus on form and others on meaning, as stated in Wikipedia (2009). But, we are going to focus in the most relevant for this investigation which are morphology, phonology, syntax, semantics and pragmatics.

## **Morphology**

“Morphology is the identification, analysis and description of the structure of words”. Morphology studies how words can be modified as stated in Wikipedia (2009).

In other words, “Morphology is the study of the grammatical structure of words and the categories created thereof”, as stated by Mathews (1997).

## **Phonology**

Phonology as Mathews (1997) says is “The study of the sound systems of individual languages and of the nature of such systems in general”. It studies sounds “as discrete, abstract elements in the speaker's mind that distinguish meaning” as stated in Wikipedia (2009).

Phonology also studies the historical development of speech sounds considering changes, transformations and modifications of a specific language or dialect as Pei and Gaynor (1954) assert.

Additionally, they say that Phonology observes phonemes as a part of structures of speech forms, accepting them as a unit and not considering their acoustic nature.

## **Syntax**

Syntax is the study of sentences and how they are constructed.

To start, Van Valin Jr. (2001) cites Matthews (1982) who gives an essential description of what Syntax is:

“The term 'syntax' is from the Ancient Greek ‘sintaxis’, a verbal noun which literally means 'arrangement' or 'setting out together'. Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence.”

Moreover, Syntax is the study and science of sentence construction, because it studies the rules of the relation that words have between them “as expressions of ideas and as parts of the structures of sentences” as Pei and Gaynor (1954) describe.

Additionally, Van Valin Jr. (2001) corroborates this statement that “syntax deals with how sentences are constructed”. He also says that all languages have a stock of meaning - accepted elements and a variety of ways to combine them to express ideas. And those ways of combining these elements are meaningful by themselves.

Therefore, we have a wide variety of options to arrange elements in sentences. Besides, the order of the important elements in sentences is what marks the difference between languages.

To finish, what is worth mentioning what Van Valin Jr. (2001) affirms: “Syntax makes possible the formulation of expressions with complex meanings out of elements with simple meanings”.

## **Semantics**

Semantics is in general, “the study of meaning” as defined by Mathews (1997). And it is “the study of internal structures of words and how they can be modified”. It studies the meaning of language

expressions as words, phrases, sentences and larger units of discourse, as stated in Wikipedia (2009).

Semantics' main interest is to question "how meaning attaches to larger chunks of text." Possibly as a result of the composition from smaller units of meaning". Thus, meaning is the core of Semantics study.

Trask (1999) mentions that in the 1960's, the most important advance was that linguists realized that Semantics had two imperative different types of linguistic meaning. "One type of meaning is intrinsic to the linguistic form containing it, and it is always present in that form, while the second type of meaning results from the interaction between the linguistic form of an utterance and the context in which it is uttered" However, nowadays, Semantics only studies the first type of meaning.

Finally, approaches to Semantics have increased these last years, and it is one of the most up to date subject in linguistics.

## **COMPETENCE AND PERFORMANCE**

Byram (2001) states that 'Competence and Performance' as technical terms are originated with Chomsky in 1965. He stated that "Competence refers to 'the speaker-hearer's knowledge of his language". Chomsky's primary goal has always been to provide a description of competence and the innate mechanism underlying it."



Competence is described by Trask (1999) as “our ability to use language”. He says that Chomsky argued that the main concern of the linguistic theory should be the elucidation of this ‘Competence’. He claimed that every person possessed an abstract linguistic ‘competence’ which is not part of the errors that we sometimes make.

Additionally, Byram (2001) states that ‘Competence’ in a native speaker is the stable state of his or her language faculty. The innate properties of the person’s language faculty and the language typology to which the person is exposed is what determines the pace and the direction of a person’s competency development.

On the other hand, Performance is also defined by Chomsky as “the actual use of language in concrete situations” as Byram (2001) says.

Besides, “When we speak, our utterances are frequently disturbed in various ways” as Trask (1999) says.

These disturbances are revealed when speaking as tongue slips, pauses, and utterances’ break offs; and when listening in mishearing, misunderstandings etc.

Additionally, Byram (2001) cites some of Chomsky’s (1965) arguments about how Competence can be reflected in performance:

Competence would only be directly reflected in performance in the case of ‘an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

However, Trask (1999) mentions that linguists have come to a conclusion that these errors or disturbances are not caused by linguistic issues; therefore they do not correspond to be treated on the same footing as the linguistic behavior. To support this, he cites Chomsky who concludes in contrast to his first definition of Performance that it is “a subject matter of a quite different discipline, having more to do with the study of the behavior of nerves and muscles than on language”

## **COMMUNICATIVE COMPETENCE**

“The term refers to social, cultural and psychological rules that establish the particular use of language in a given situation” as Wikipedia (2009) states.

Communicative competence is an L2 learner’s capacity to understand, to interpret, to construct communicative events; additionally, to use grammatical rules appropriately and to form and use correct utterances; not only considering the explicit or literal meaning of what is being said, but also considering its implicit meaning of what its being said; what the speaker wants to express or what the listener wants to understand.

Furthermore, Canale and Swain (1980) as cited by Wikipedia (2009) define communicative competence in terms of four components. They are the following:

1. Grammatical competence: words and rules

2. Sociolinguistic competence: appropriateness
3. Discourse competence: cohesion and coherence
4. Strategic competence: appropriate use of communication strategies.

### **Sociolinguistic Competence**

Canale and Swain (1980) cited by Byram (2001), subdivide sociolinguistic Competence into two kinds of knowledge which are separated but actually related. They are: “Knowledge of the appropriateness of form, and knowledge of the appropriateness of meaning.”

Besides, appropriateness of form indicates the degree in which a verbal form properly expresses a meaning in a certain situation. The inadequate use of a verbal form in certain situations would infringe the conditions of appropriateness of form. For instance if in an expensive restaurant the waiter would address to the customers in a very informal manner such as asking them: Ok, what would it be then? instead of using other more formal manners. On the other hand, appropriateness of meaning relies on knowledge and respect of the rights and obligations on a person’s social role. “An example of a violation of the conditions on appropriateness of meaning would be if the waiter were to tell the customers what to eat instead of asking them what they would like to eat” as stated by Byram (2001).

## **Grammar Competence**

The attention given to morphosyntactic features focusing more on meaning has taken away in some cases the importance of grammar in learner expression as Byram (2001) affirms.

Nevertheless, the involvement of communicative elements is a core part in language development; but it is important also to consider form within it. We can't communicate if the communication lacks structure and grammar (as a set of hypothesis of how language works) along with the participant's willingness to producing meaning.

Moreover, Canale and Swain (1980) cited by Byram (2001), didn't take away grammar's importance in their careful research on 'components of communicative competence'. Byram mentions that "They sought, rather, to situate grammatical competence within a more broadly defined communicative competence".

Finally, Byram (2001) cites Lightbown and Spada (1993) who also insist that grammar is important. To show it, learners focus on grammar when they have communicative needs and experiences.

However, Byram (2001) argues to this saying that we should perceive form as a limited set of morphosyntactic features, since "broader features of discourse, sociolinguistic rules of appropriacy and communication strategies themselves may be included" .

## **Strategic Competence**

There is a large variety of definitions of the extent and function of strategic competence as Byram (2001) asserts. However all

definitions agree that strategic competence is linked to the fact that “linguistic communication is one of the principal means by which we pursue our social purposes.” Besides, strategic competence works on implicit or explicit plans that shape communication.

One of the most influential definitions is one given by Canale and Swain (1980), cited by Byram (2001). They state that strategic competence is required when there is the need “to compensate for breakdowns in communication due to performance variables or to insufficient competence”.

Moreover, this definition mentioned above, coincides with the definition of Interlanguage which deals with how learners cope with their communication problems in their target language. This definition persuades us to consider strategic competence as “a capacity that is engaged only when things go wrong” as Byram (2001) states.

In contrast to this theory, Bachman (1990) also cited by Byram (2001) says that “strategic competence should be seen as a general cognitive capacity that supports all problem solving behavior, instead of being just a subordinate component of communicative competence.

So, according to this theory Byram (2001) claims that “our strategic competence is obligatorily and continuously engaged in planning, monitoring and evaluating task performance; it is fundamental to the way in which we behave”. However, it should be taking into account that when we confront a communication task,

some processes in which we engage are inaccessible to manipulate consciously. For example, “a process that has to do with phonological encoding” as Byram exemplifies.

Furthermore, other process may also operate over or under the threshold of conscious. For example, the selection of one word over another. Besides, when a task “is one that we have performed many times before, these latter processes are likely to operate largely below the threshold of conscious awareness”. And, if the task is complicated or unfamiliar to us “some aspects of our assessment, planning and evaluation may become conscious and deliberate.” as stated by Canale and Swain's (1980) cited by Byram (2001).

Thus, Byram (2001) concludes that the main problems to clearly understand strategic competence are “the complex nature of consciousness” and “the problematic relation between implicit and explicit mental processes” as.

### **Discursive Competence**

Van Ek and Trim (1991); cited by Byram (2001) describe Discourse competence as “the ability to use appropriate strategies in the construction of texts, particularly those formed by stringing sentences together”.

Furthermore, ‘Discursive Competence’ is the ability of opening and ending a conversation, to construct coherent dialogues, to interpret and process written texts and distinguishing its coherent

parts and the construction of links between these parts. It is also the ability to differentiate between essential and non-essential information, among other abilities as Byram (2001), states.

### **CONTRASTIVE ANALYSIS APPROACH**

Contrastive Analysis (CA) is "the comparison of any two languages to discover and describe the problems that the speakers of the languages will have in learning the other" says Lado (1964) cited by Major (2001).

"CA has been extensively applied to language teaching" as Major states; he mentions Lado's (1957) landmark work, which demonstrates the importance of CA. The proposal of Lado's book relies on the belief that we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student.

We can also describe and foretell the patterns which will cause trouble in learning, and those that will not cause troubles. We can do this by systematically comparing the target language and culture to the first language and culture of the student.

Brière (1966) cited by Major (2001) and other linguists' studies show that the most important principle of 'Contrastive Analysis' is that 'transfer' was the feature that explained it all, thus, it is possible to predict errors based on CA. 'Contrastive Analysis' is based on the

notion of transfer because it compares and contrast languages. “It could hypothetically predict and explain all L2 errors because of the prevailing belief that all errors were due to transfer. For example, Japanese has one liquid (/r/) and English two liquids (/r/ and /l/); therefore, it can be predicted that Japanese learners of English will have difficulty with /r/ and /l/”, as Major (2001) comments.

Additionally, in 1970 the ‘strong’ and the ‘weak’ versions of CA were introduced by Wardaugh to rescue CA. Wardaugh’s ‘strong’ version predicted errors, while, the ‘weak’ version explained errors after the fact. Therefore, CA was virtually saved since all errors are apparently due to transfer even though the ‘weak’ version was apparently discredited and criticized because as Major says, it didn’t predict which areas were going to be more difficult than the others. So, the ‘weak’ version didn’t help much because it couldn’t explain “the relative difficulty in producing the different sounds”, as Major (2001) states. Additionally, the main problem is that these ‘weak’ version’s predictions weren’t based on theoretical backgrounds but mostly on intuition and explanations after the fact.

Afterward, Oiler and Ziahosseiny's (1970) cited By Major (2001) proposed the ‘moderate’ version of CA which was an attempt to solve the lack of predictive power. Their hypothesis was based in a spelling study where they found out that learners made fewer errors when their first language was one that used the Roman alphabet and the target language didn’t, or the opposite. They argued that similar



phenomena cause more problems than dissimilar phenomena because when patterns are minimally different, in meaning or form, they are more likely to produce confusion. Thus, the moderate version insinuates that different languages are easier to acquire than languages that have similar features.

Even though the versions of the 'weak and moderate' were a positive influence to CA's view, in the 1960s and 1970s a concern was growing, and it was that 'not all errors were due to transfer'. For instance, Kohler (1971) cited by Major (2001), demonstrated that "CA could not explain all errors". But despite this and other criticisms, CA was accepted. Consequently the conception that "transfer was the source of all errors" was rejected as Major (2001) comments.

## **ERROR ANALYSIS**

Selinker (1994) defines Error analysis as a "type of linguistic analysis that focuses on the errors learners make". This analysis starts with learner production data similar to the contrastive analysis but it is different in the fact that it compares errors that learners make in producing 'target language' instead of native language as in the contrastive analysis does.

Selinker (1994) cites Corder (1967) who wrote the Article "The Significance of Learner Errors.", which took on a different role in error analysis, he thinks that errors are not only to be viewed as

“something to be eradicated but rather can be important in themselves”. Moreover, Corder made a careful distinction between errors and mistakes. He explains that mistakes are one time only events like a tongue slip, which the speaker can recognize and correct. In contrast, errors as he states can occur repeatedly, systematically, and they are not recognized by the learner as an error.

Additionally, there are various steps for conducting an error analysis which are provided by Selinker (1994) . They are the following:

- » **Data to be collected:** Although this is typically done with written data, oral data can also serve as a base.
- » **Identify errors:** What is the error, for example, incorrect sequence of tenses, wrong verb form; singular verb form with plural subject?
- » **Classify errors:** Is it an error of agreement? Is it an error in irregular verbs?
- » **Quantify errors:** How many errors of agreement occur? How many irregular verb form errors?
- » **Analysis of source**
- » **Remediation:** Based on the kind and frequency of an error type, pedagogical intervention is carried out.”

Furthermore, inside an error analysis framework there are two main error types: Interlingual and Intralingual errors. “Interlingual errors are those that can be attributed to the NL (i.e., they involve cross-linguistic comparisons)”. While “Intralingual errors are those that are due to the language being learned” As Selinker (1994) states.

Additionally, some studies were carried out on learner’s performance and the determination of the source of errors. In those

studies the patterns of acquisition were attributed to both, the native language and the target language as Selinker (1994) says.

He also cites Schumann (1979), who studied the 'acquisition of negation' in the acquisition of English by Spanish speakers. He found similar patterns of development, as well as some important differences.

At the beginning these studied individuals, learners of English used negative utterances by employing the word 'no' before the verb, as in the example: "no understand". Then, a second stage of development "is seen with the occurrence of 'don't', even though this element is placed pre verbally" says Selinker (1994), for example: "I don't saw him". Next, he says, there is an increased the use of not as opposed to no: "I will don't see you tomorrow".

Subsequently Selinker (1994) states that "learners begin to use variants of don't (i.e., doesn't, didn't)" For example: " I didn't went to Costa Rica" and "finally, most learners sort out the facts of negation and learn that in negation, 'do' is the element that bears tense and person distinctions".

To conclude Selinker (1994) says this negation phenomena of Spanish speakers that "in looking at the source of errors, one notes that Spanish is a language with preverbal negation, the negative element being no". For example: "No voy. - No I go 'I don't go' ". Afterward it is important to mention that different facts appear when

this data is compared with other languages to Spanish, or even languages similar to Spanish.

To finish, Selinker (1994) asserts that error analysis is important when we recognize that learners are more than “passive hiccupers of NL forms and functions”, and that error analysis is not quite enough to make a second language data’s analysis, because “it only considers a partial picture of what a learner produces of the second language”. Thus, he concludes that “one cannot hope to realize the complexity of the learning state by studying one biased part of it”.

## **LINGUISTIC, AFFECTIVE AND SOCIAL FACTORS THAT INFLUENCE SECOND LANGUAGE ACQUISITION**

“Research on variation between individual learners seeks to address the question: Why do some learners do better than others?” as stated in Wikipedia (2009). Moreover, linguists regard the studies of variation between individual learners as a simple matter, but nevertheless the research that have been done is useful to identify the factors that affect second language acquisition. They are the following:

### **Linguistic Factors**

As stated in Wikipedia (2009); one of the most significant factors that affect learning a second language is the amount of ‘input’ the learner takes in.

‘Input’ occurs when one comes into direct contact with target language, besides it must be comprehensible to the learner. Moreover, ‘input enhancement’ has been widely researched, with the purpose of altering input to direct learner’s attention to important areas of linguistics.

Krashen, who is cited in Wikipedia (2009), proposes in his ‘Monitor Theory’ that “input should be at the ‘i+1’ level, just beyond what the learner can fully understand”. But his proposal has been criticized because its structures haven’t been fully understood and its definition is unclear.

Furthermore, ‘language aptitude’ could be also partially considered as a linguistic factor of second language acquisition. As stated in Wikipedia (2009).

Additionally, Selinker (1994) states that research of aptitude differences hasn’t been important in linguistics’ research tradition. Yet, there is a small amount of research about this in theoretical linguistics. He recognizes that some individuals have more linguistic skills than others and as by the mainline linguistics’ view, these skills refer to “what one can do with language, and not what one knows about language”.

But, when it comes to claim about these significant differences in native language that presumably affects ‘second language acquisition’ too, most linguists get negative reactions, and they persist on the orthodox opinion that “differences in language ability

are not important in native languages”, consequently, this differences that may influence language learning in L1 have not been furtherly researched; thus neither in second language learning. As Selinker (1994) says.

### **Affective Factors**

As stated in Wikipedia (2009) “Affective factors relate to the learner's emotional state and attitude toward the target language”.

Furthermore, Selinker (1994) cites Krashen who explains that one of the reasons that not everyone succeeds in learning second languages could be that they did not receive enough understandable input, nor appropriate affection. He states that “affection here is intended to include things such as motivation, attitude, self-confidence, or anxiety”.

Moreover, Krashen proposed the ‘Affective Filter Hypothesis’, whose view is that “language learners all possess an affective filter which affects language acquisition” as explained in Wikipedia (2009). The Affective Filter depends on the degree of the ‘filter’ that a learner has for engaging in learning a language.

For instance, if a learner has a high filter he or she will have difficulties to engage because of shyness. In contrast the person who has a lower filter will be able to engage in learning; for example a person who has self confidence in their fast learning abilities, as stated in Wikipedia (2009).

To finish there are other affective factors that have to be considered as 'language shock and culture shock. 'Language shock' refers to "the realization that you must seem comical to speakers of the TL and, 'culture shock' refers the anxiety relating to disorientation from exposure to a new culture, motivation and general stress" as stated by Selinker (1994).

### **Social factors**

The positive or negative attitudes of the learner's surrounding society can cause an important impact on the language learning process, and this can be very stressful and critical for the learner, as stated in Wikipedia (2009).

Moreover, the relationship of gender and roles to language achievement has been object of many studies across cultures because the findings about women in general having an advantage over men have called the attention very much; and some linguists have proposed that this is related to gender roles.

Furthermore, another influential factor that can have a big impact on SLA is the attitude that the learner's community may present towards the language. Learning gets more difficult if the learner's surrounding community has a negative preconception of the target language and its speakers, or, if it has any kind of problem within countries or cultures. In these situations learning gets very complicated. As stated in Wikipedia (2009)

Finally, there are other factors which involve family's reaction towards language studies, and how the language classroom's group dynamics function.

## **LANGUAGE INTERFERENCE**

Language Interference, as we already discussed has been labeled with other names by linguists such as Language Transfer, L1 Interference, Linguistic Interference, Crossmeaning and also Transference.

As Major (2001) asserts "Transfer has probably been the most thoroughly studied area in second language phonology". It can take place at all linguistic levels such as: lexicon, phonology, morphology, syntax, semantics, discourse and culture.

Wikipedia (2009) mentions that Transfer not only occurs between the native and the second language. To support this statement Martín (2000) cites Odlin (1989), who states that "Transference is the influence which results from the similarities and differences between the target language and any other previous acquired language". Thus, transfer can occur between all languages that the person has acquired.

Moreover, Kecskes and Papp (2000) say this that "Several researchers have come to the conclusion that "nativelike competence is only possible in one language". They cite Schachter (1988) who pointed out that not even those people who seem to be nativelike



learners of a foreign language have similar linguistic knowledge as a typical native speaker. And, Gass (1990) who is also cited by Kecskes and Papp says that non-native speakers are always distinguishable from native speakers of a particular linguistic community.

Therefore, Kecskes, and Papp (2000) point out that a foreign language learner will always have a different language use than a native-speaker's one, because they miss or partly miss that important cultural-historical environment and social interaction that the native-speakers have the chance to experiment.

Additionally, Martín (2000) cites Sweet, who states that if a language results easier to learn when it is closer to our native language, these similarities can become the origin of confusion and can be an obstacle to reach a deep knowledge of the target language. On the other hand learning a different language than our native language certainly presents other types of difficulties.

Subsequently, as stated by Byram (2001): the problems of studying transfer in practice originated since it functions in diverse elements and levels of language, so they have to be individually considered. And, some of these elements occur more frequently than others.

Martin (2000) also asserts that there are more factors than just transfer that affect an L2's learning.

Thus, Byram (2001) supports this statement saying that we can't take all errors as evidence of transfer or interference from

mother tongue, because not every error is linked to it. He says that there are many other factors that can lead to errors, for example: learner's levels of motivation and intelligence, unsuitable teaching materials and learner's social background among others. But, undoubtedly, all the research that has been done in this field has shown that transfer or interference from the L1 does lead to erroneous utterances and writing in L2.

To prove this, Martín (2000) says that the number of errors made by learners attributable to transfer that researches have quantified ranges from 30 % to 50%.

- Furthermore to Transfer's study, Martin (2000) talks about the 'Effects of Transference'. He affirms that transference occurs in the learning process as much it occurs in the production, but that there are more empirical tests that testify that it occurs mostly in production.

In addition, given all the investigations and debates about the subject, Martín (2000) analyzes the 1960's linguists' fundaments who questioned if really is an influence of the L1 over the L2. Then these two principles arose:

The difference between L1 and L2 learning : Martin (2000) affirms that L1's learning is basically different from an L2's and the main problems are not originated in any special difficulty of the characteristics of a new language, but fundamentally in the limits created by the L1 habits. If we accept the linguistic learning as a succession of habits formation, the L2 learning would be dependent on the previously existing habits of L1.

The idea that there are similarities or differences between L1 and L2 determines the simplicity or complexity in L2's learning. Martin (2000) affirms that the L1 will complicate or simplify L2's learning depending on the degree of similarity between both because the areas of difficulty can be predicted after making a contrastive analysis.

But, Martin (2000) also says that these fundamentals were criticized because they seemed solid in appearance but naïve in practice. So, he says that Chomsky (1959) teared down linguistic learning conception as a habit structure. The huge significance that L1 had as an origin of all errors was also criticized. So, Martin (2000) asserts that after all the arguing, it was realized that in an L2 learning process, there are many other factors besides just the L1 influence. Consequently, L1's Transfer stopped being the central protagonist in an L2's learning process. Now, it is considered just one of the main elements in an L2's learning process.

Martin (2000) concludes by saying that if we watch from far both of the views explained above about interference, both of them can become reasonable, because they may have a truth within. He says that we can not deny the mother language existence and its influence on the acquisition of a second language. And on the other hand the discovering of other real hidden factors results very interesting too.

To finish we want to point other important and interesting statements given by Odlin (1989) cited by Martin (2000). He considers that 'Transference' (as he calls it) is NOT:

- Transference is not a consequence of a habit structure. It's not about ending old habits to create new ones, because the old ones will still persist.
- Transference is not a simple interference. It is a synonym of negative transfer, although, positive transfer is also produced in transference.
- Transference is not only the native language resource. It is what results from the fall back in mother tongue when necessary knowledge lacks in L2's. Thus, he asserts also that: transference is not always manifested in L1's rules; and that transference not only gets involved in productive aspects but also in oral comprehension and reading too.
- Transference is not always the native's language influence, but it could be influenced by other languages known by the learner, but mother tongue is mostly employed.

## **DESCRIPTION AND ANALYSIS OF RESULTS**

In this research we have found that all of the three individuals studied, whom we are going to call A, B, and C; learned English in different situations at different ages.

The individuals B and C didn't have as an actual goal the learning of English at the beginning because of their ages and interests. They had to learn English because they went to live for some years in the United States of America at different ages.

Student B when he was 8 years old and student C when he was 15 years old. And, both went with a slightly knowledge of basic English.

In contrast, individual A, who learned the language here in Ecuador did have the goal of learning English because he was an enthusiast of English music, and wanted to play guitar, to sing English songs, and to understand the lyrics.

Besides, the differences in the individuals studied cultural background are that two of them work as English teachers and the third is a businessman. We observed that all of them went to private schools and colleges, and that individuals B and C had the opportunity to live abroad.

In the following lines we are going to do a quick analysis between Spanish and English, the syntactic similarities and differences between both languages.

Before we start the analysis, must mention that, it is known that Spanish and English are very similar languages, not only because both are alphabetic languages and their vocabulary is similar in a considerable percentage due to both languages' Latin roots, but because they have also some similar syntax, orthography and meaning. But, as there are similarities, there are a lot of differences too, so we are going to mention and compare the most significant similarities and differences of these two languages:

### **Syntactic Similarities between Spanish and English**

The most relevant similarities between these two languages are:

- a) Nouns:** In Spanish they are employed most of the time in the same order as English. For example:

	<b>Spanish</b>	<b>English</b>
<b>Sustantives</b>	<u>The kid</u> plays soccer.	<u>El niño</u> juega fútbol.

- b) Verbs:** They have some similar tenses. For example:

<b>Spanish</b>	<b>Example</b>	<b>English</b>	<b>Example</b>
<b>Presente del indicativo</b>	- Yo vivo en Quito.	<b>Present Simple</b>	I live in Quito
<b>Gerundio</b>	→ Yo estoy viviendo en Quito.	<b>Present Continuous</b>	→ I am living in Quito
<b>Pretérito perfecto</b>	→ Tu has vivido en Quito	<b>Present Perfect</b>	→ You have lived in Quito

<b>Pretérito indefinido</b>	→ Ellos vivieron en Quito.	<b>Simple Past</b>	→ They lived in Quito.
<b>Pluscuamperfecto del subjuntivo</b>	→ Nosotros hubiésemos vivido en Quito.	<b>Past Perfect Subjunctive</b>	→ We would have lived in Quito.

But the exception here is when we use the verb in English after using the pronoun as in “I come from school”. In Spanish we do not use the pronoun all of the time, mostly in informal contexts: “Vengo de la escuela”. In Spanish the pronoun is not always needed to make clear whom are we talking about, because the verb shows to which person (I you, he she, it...) it agrees with.

**Note:** It is important to observe that in Spanish there are no continuous tenses as in English. But they can be translated making a verbal turn by using the verb “estar” in present or past tense, plus a gerund. As remarked in [mujerpalabra.net](http://mujerpalabra.net) (2009).

» **Adverbs** these words modify verbs in both languages. For example:

	<b>Spanish</b>	<b>English</b>
Adverbios / Adverbs	→ Su madre trabaja <u>mucho</u> .	→ His mother works <u>a lot</u> .

» **Prepositions’** placement. They are used before the substantive. For example:

<b>Prepositions</b>	<b>Spanish</b>	<b>English</b>
Preposiciones/ Prepositions	→ Deje mi cartera <u>en la silla.</u>	→ I left my purse <u>on the chair</u>

Additionally there are many words in English that are very similar to the words in Spanish, with similar structures and same meanings. As in verbs ‘regulate’, ‘moderate’ for instance. But there are also those called ‘cognates’ which can cause confusion because of their similar structure but different meaning.

### **Syntactic Differences between Spanish and English**

On the other hand, the most relevant differences between these two languages are:

- **Pronouns.-**

The use of pronouns in Spanish and English is different; this has to do with the form of the conjugated verbs in both languages.

In Spanish, the form of the conjugated verb (which is different in every person) automatically refers to the subject without always being necessary the employment of a pronoun before the verb in the speech. Pronouns are mostly employed in Spanish to identify if the third person of whom somebody talks about is a he or a she.

In contrast, in English, a pronoun is always used before the conjugated verb because the form of the conjugated verbs are most of the time the same.



<b>Pronouns</b>	<b>Spanish</b>	<b>English</b>
Pronombres/ Pronouns	(Yo) camino (tu) caminas (el/ella) camina (Nosotros) caminamos (Vosotros) camináis (Ellos) caminan	I walk You walk He / she walks We walk You walk They walk

#### » **Articles.-**

The first difference between Spanish and English articles is that In Spanish articles belong to nouns which are singular or plural, masculine or feminine. In the other hand the English articles that are employed are used for both genders.

The second difference is that the Spanish definite articles are “el, la, los, las” which are equivalent to the English unique definite article “the”. These articles are employed in both languages similarly when the speaker mentions one specific object that is known by the listener. And, the Spanish indefinite articles are “un, una, unos, unas”, which are equivalent to the English indefinite article “a” or “an” (that has the same function but it is employed before an noun that starts with a vowel). These are also employed similarly in both

languages by speakers to talk about one object that is unknown for the listeners.

<b>Definite/Indefinite Articles</b>	<b>Spanish</b>	<b>English</b>
Artículo definido femenino singular/Definite Article	→ Encontré <u>la</u> llave dentro de la bolsa.	→ I found <u>the</u> key inside the bag.
Artículo definido masculino singular/ Definite Article	→ Este es <u>el</u> carro que yo quiero comprar.	→ This is <u>the</u> car I want to buy.
Artículo definido femenino plural /Definite Article	→ Las manzanas se ven deliciosas.	→ The apples look delicious.
Artículo definido masculino plural/ Indefinite Article	→ Los árboles son una fuente de oxígeno.	→ Trees are a good source of oxygen.
Artículo indefinido masculino singular/ Indefinite article	→ María tiene un perro.	→ María has a dog.
Artículo indefinido femenino singular/ Indefinite article	→ Juan administra una empresa de seguros.	→ John manages an insurance enterprise.
Artículo indefinido femenino singular/	→ Mi padre compró unas entradas para el juego.	My father bought passes for the game.

The third difference is that Spanish uses articles mostly where English uses them, but the main difference is that Spanish places articles before nouns more frequently than English, for instance they are used before abstract nouns where in English they are omitted. Articles in Spanish also appear before “titles of people, before days of the week, before verbs used as subjects, before names of languages, before name places and before nouns joined by ‘and’ ” where in English are omitted, as stated in About.com. For example:

<b>Definite/Indefinite Articles</b>	<b>Spanish</b>	<b>English</b>
Abstract nouns	→ El amor.	→ Love.
Titles of people	→ El Doctor Jácome	→ Doctor Walsh
Days of the week	→ El lunes	→ Monday
Verbs used as subjects	→ El dolor te hace más fuerte.	→ Pain makes you stronger.
Names of some places	→ El Ecuador	→ Ecuador

» **Adjectives.-** The first difference is that the adjective in Spanish is placed after the noun. In English the adjective is placed before the noun. For example:

<b>Adjectives</b>	<b>Spanish</b>	<b>English</b>
Position	→ Los zapatos <u>rojos</u> .	→ The <u>red</u> shoes.

The second difference is that in Spanish adjectives are pluralized or they change their gender according to the noun. But this never occurs in English.

<b>Adjectives</b>	<b>Spanish</b>	<b>English</b>
Pluralization in Spanish	- Habían tres rosas <u>blancas</u> en el jardín	- There were three <u>white</u> roses in the garden
Gender in Spanish	→ El regalo está hermoso → Esta flor es hermosa	→ The present is beautiful → This flower is beautiful

- **Prepositions.-**

Spanish and English prepositions are used in the same way. But the only difference that exists is that one preposition in Spanish is employed to substitute two or more prepositions in English. As stated in [Spanishspeak7.com](http://Spanishspeak7.com). These are the equivalents of some prepositions:

<b>Prepositions</b>	<b>Spanish</b>	<b>English</b>
	A	To, at
	En	In, at
	Para, por	For
	Sobre	About, above, on
	Entre	Between, above
	De	From, of, about
	Después, tras	After

- **Double Negation.-**

One or two double negation are totally accepted in an Spanish sentence because what they are meant to do is to emphasize a negative statement. Even though double negations are in fact used in substandard English speech they are not correct in Standard English. This is because two negations in one sentence contradict each other and form one affirmative sentence as some grammarians say, as stated in About.com.

Double negation	Spanish	English
	→ No tengo nada de plata!	→ I <u>don't</u> have <u>no</u> money!

» **Word order:** One main difference is that the sentence in Spanish

allows expressing an idea in several forms and different order, but in English it is different because the sentence construction is more limited.

Something else to highlight is that in Spanish, the object pronouns are placed before the verb, in English, they are placed after the verb.

For example:

	Spanish	English
Option 1	→ Victor escribió el poema	→ Victor wrote the poem

Option 2	→ El poema fue escrito por Victor	→ The poem was written by Victor
Option 3	→ Escribio el poema Victor	

## GRAMMAR STRUCTURES

Native language interference of syntactic structures occurs at any moment of the speech. But, in this investigation it is mostly observed when the individuals start talking in a casual style about everyday experiences. It seems from time to time that some of them remember their experiences in Spanish and then they transfer all those structures to English. But there are other instances also because after speaking with them in Spanish, when we made the analysis, we noticed that they transfer their Spanish speech habits to English and also that they repeat the same error again and again.

What is more, those transferred habits are not always correct in Spanish. This leads to a transfer with an absence of a correct structure in Spanish that gets quite confusing to understand in Spanish and worst in English. And this is really a difficulty if an individual communicates in English and wants to be understood.

But these examples were found in this research a few amount of times, and not in all of the studied individuals.

Moreover, during the interviews and speeches, while the individuals spoke, interference errors were not very noticeable; but when the transcriptions and analysis were made, we could observe in what extent each individual transferred their native language structures and speech habits to the second language.

Furthermore, errors and mistakes have been found in all of the proposed grammatical indicators for this study (pronouns, articles, prepositions, double negations, prepositions and word order). Some of them of course were present in a larger quantity than others.

Subsequently, from the field research made, and the obtained samples, we collected some of the most relevant examples of each *indicator* and we analyzed them as follows:

### **Pronouns**

Three types of errors were analyzed in the indicator 'Pronouns' : errors of omission, errors of overuse and errors of inadequate use.

The errors of 'omission of pronouns' were the most frequent errors found within this indicator and also among all the other indicators of this study with 26% of the occurrences.

Moreover, we could observe that in the errors of 'omission of pronouns', there is an interference transfer from Spanish to English, since in Spanish the subject pronoun is omitted in the second clause because the subject is already conjugated within the verb, differently than in English where the subject always needs to be used before the verb. The following examples of our study show the errors found:

- » *I was drinking water,\_\_\_is something that is natural.*
- » *The Mardi Gras,\_\_\_is in Chicago.*
- » *And then\_\_\_ have to make them*
- » *The people that I met were very kind ,\_\_\_ were people that you can trust.*
- » *I went to live there; at the beginning\_\_\_was very hard.*

In the last example for instance, the individual talks about a certain situation and then he wants to express that the already mentioned situation (to live there) “was very hard” omitting the subject pronoun “it” in the second clause as we are used to doing in Spanish, where this phrase would have plenty of meaning : “*Yo me fui a vivir allá, al inicio fue muy duro.*”

Moreover, we should highlight that in most of the errors of ‘omission of pronouns’ the omission of the subject pronoun “it” occurred more frequently. As in the following examples:

- » *That music movement. If I remember\_\_\_ started in 1990.*
- » *I really liked\_\_\_*
- » *I’ve heard that\_\_\_is a very organized country*
- » *So,\_\_\_is very easy.*
- » *\_\_\_is so hot*
- » *\_\_\_ impossible for them*
- » *Because\_\_\_ is supposed to be a secret.*



» *And\_\_\_ is surrounded by sea*

In these examples we can observe that there is a literal translation of Spanish to English.

Then, errors of ‘overuse of pronouns’ were found in a small percentage, with 4% of occurrences. But these don’t show interference from the native language. The following are examples from this study:

» *We had a lot of jazz also, that **it** was only for listening.*

» *Another expression that **it** was unique.*

» *There are a lot of people that **they** are open minded.*

As we can see, in this context the Spanish structure of not using the pronoun in the second clause before the verb changes and forms a sentence with a redundancy. So, comparing this English incorrect structure to its Spanish equivalent we can not say that this is a transfer error, because if we translate the examples found to Spanish, the use of the pronoun would be redundant as well as the following shows:

» *Hay mucha gente que **ellos** son de mente abierta.*

Thus, these errors can be only considered as errors in the speech.

Finally, errors of ‘inadequate use of pronouns’ were found also in a small percentage within this ‘pronouns’ indicator, with an occurrence of 4%. These errors show an interference from the native language, the following examples from this study show this:

» *I don't remember the name of the band but maybe **they** **were**.*

Here if we analyze what the individual meant in the last example, we can observe there is a transfer error, first because it is a direct translation of the phrase:

» *No recuerdo el nombre de la banda pero tal vez eran **ellos**.*

The correct sentence should have use a possessive pronoun instead of a subject pronoun, plus the correspondent singular form of the verb as in the following sentence:

» *I don't remember the name of the band but maybe **it was** **them**.*

Another very similar example is the following:

» *It was a very different time for **they**.*

If we translate the given example to Spanish, what the individual wanted to say was:

» *Eran tiempos diferentes para **ellos**.*

Thus the correct sentence should also have used the object pronoun instead of the subject pronoun

» *There were different times for **them**.*

In these two examples we can see the inadequate use of the type of pronoun that we considered as a transfer error, because in Spanish the subject and object forms of pronouns are the same (subject pronoun: ellos / object pronoun – ellos), however this doesn't occur in English (subject pronoun – they / object pronoun – them).

So, in this case it is clear that the individuals use their native language structure and transfer it to English, although these errors don't occur very frequently.

Additionally, other errors of inadequate use of pronouns have to do with verb conjugation as in this example:

» ***They*** *has four seasons*

We don't consider this as an interference error; it is only a conjugation error.

Finally another collected example:

» *But it was also things...*

Which can be considered an interference error because it is a translation of “*pero también había cosas*”; and here we have to emphasize also that we consider it as an interference of incorrect structures in Spanish because the verb should be conjugated in plural: “*Pero también habían cosas...*” So the correct form of the sentence should have been:

» *But they were also things*

## **Definite Articles**

Two types of errors were analyzed in the indicator ‘Definite Articles’: omission and overuse of the definite article.

Most of the errors found for this indicator were of ‘overuse of the definite article’ with 9% of occurrences within this indicator. Which is

a considerable amount because it is in the 4<sup>th</sup> place among the other indicators of the whole study.

In Spanish the definite article is always employed before the noun; to name a known thing. On the other hand, in English the use of the definite article is not always necessary because there are many nouns that do not need to use this article before them. Thus when we find these kind of errors we can say that they are direct translations of Spanish. As in the following collected examples:

- » *I like **the** Ecuador*
- » *That's one or maybe **the** 50% of your protection.*
- » *Making **the** things worse.*
- » *But, **the** black people is...*
- » ***The** Latin people...*

Nevertheless, we noticed that there are errors of 'overuse of the definite article' that are not caused by interference because the structure employed would not be correct in Spanish either, as the following found example shows:

- » *Yes, the both; the both born here.*

Then, errors of 'omission of the definite' article were found in a small percentage, with 4% of occurrences. But we do not consider that they are due to interference because in Spanish as we said before, the article is always placed before the noun. The following are collected examples of this:

- » *It looks like\_\_\_ country is growing.*

- » *If he thinks\_\_\_ opposite of what I'm thinking.*
- » *So that's one reason for me to get to into\_\_\_ English world.*

### **Indefinite Articles**

Concerning the indicator Indefinite Articles, three types of errors were analyzed: errors of omission, errors of overuse and errors of inadequate use.

Errors of 'overuse of the indefinite article' were found in a quite small quantity, with an occurrence of 3%.

- \* *having a little conversations...*
- \* ***it was a** different people.*

These errors can be considered interference errors because they come directly from Spanish:

- \* *"Teniendo **unas** pequeñas conversaciones"*
- \* *"Eran **unas** personas diferentes"*

But other errors of overuse can not be from interference because their structure in Spanish would be also incorrect. For example:

→*it goes to a different stages*

*To show this, if we translate the idea in Spanish would be:*

→*Va a diferentes etapas*

Maybe, the individual added the preposition "a" from Spanish to this sentence without translating it. But, it is still a different type of error than interference.

Next, 'errors of omission of the indefinite article' were the most frequent errors found within this indicator with an occurrence of 6%.

From these errors of omission of indefinite article, only a couple of errors which can be considered as an interference error were found.

For instance:

→*You really don't have\_\_ private life.*

This sentence expressed in Spanish would be translated as:

→*“Tú realmente no tienes vida privada.”*

Which is a common expression, the Spanish noun “vida privada” is usually not employed with an article such as in the case of English where the noun “private life” is employed with the indefinite article “a”. As in:

→*“To have a private life”.*

The second error found was:

→*You have to have\_\_computer antivirus.*

This is a translation of:

→*“Tienes que tener antivirus de computadora”*

This structure is usually employed, but is a transfer of an incorrect habit in Spanish because even though it can be understood by a native speaker, it lacks a definite article.

Other errors of omission of indefinite articles were found, but they can not be considered as interference errors because their structure in Spanish would not be correct either. For example:

→*The whole city is\_\_very, very nice city.*

→*so it was\_\_ very nice experience...*

→ *Joplin was \_\_\_ nice, nice singer.*

Finally, we found the following errors of inadequate use:

→ *I went to a international fair.*

→ *since it was a English colony...*

→ *as an starting point...*

We consider that they are not interference errors, they might be only mistakes, slips of the tongue or lack of grammatical rules knowledge when using the indefinite article “a” before a noun that starts with a consonant and the use of the indefinite article “an” before a noun that starts with a vowel.

## **Adjectives**

In the ‘Adjectives’ indicator, two type of errors were analyzed: position and Pluralization of adjectives, in which the smallest quantity of errors was found.

But, ‘pluralization of errors’ was that our individuals studied didn’t make. Here, there was an occurrence of 0%.

In the other hand, ‘position of adjectives’ had an occurrence of 3%.

The individual’s knowledge of the use of adjectives correctly seems to be good because of the quantity of errors made in all the interviews. Their Spanish structure of adjectives is not transferred in a significant manner; mostly the errors of ‘Pluralization of adjectives’ because they seem to be aware of that difference.

We found in total four errors of position. The following are examples of errors of position:

→people have an **average good quality** of life

This errors can be considered as an error of interference because it can be directly translated to Spanish as follows:

*“La gente tiene un **promedio bueno de calidad** de vida.”*

### **Double Negation**

The indicator Double Negation certainly was one of the smallest percentages of errors found with 2% of occurrences. Even tough it is a very predictable indicator of interference because of the differences between English and Spanish (it is frequently used in Spanish, but it is not correct in English).

In this indicator that has just one type of error analyzed, (which is ‘double negation’), we found an interference of Spanish habits. Because as we previously said, this syntactic structure is accepted in Spanish speech and the studied individuals are used to employ these structures as frequent habit and to transfer them. The most important example found in this study is:

→We **don’t** see **none** of that here....

We have found in this phrase that there is interference because if we translate this sentence to Spanish, it will say:

*“**No** vemos **nada** de eso aquí.”*



And, this sentence structure is correctly expressed in Spanish, but not in English.

Next, the two other examples of double negation that were found are not direct translations of Spanish, but they can be errors of interference. Because we could say that if double negation is accepted in Spanish, maybe what these examples show is that there is transference of Spanish structures or habits to English, or that the speakers were not conscious of this rule.

→ We **don't** have **no** extreme weather...

→ I **didn't** have **no** typical...

### **Prepositions.**

Four types of errors were analyzed: inadequate use of prepositions, omission of prepositions, overuse of prepositions, and direct translation of the preposition. Concerning this indicator.

As mentioned before, the knowledge that the studied individuals have in Spanish speech, in the use of prepositions is broad due to their age, educational and cultural background and the place they live. But in English there seems to be a lack of knowledge and a confusion when using prepositions. This is why the errors of 'inadequate use of preposition, are the second most frequent errors of all of the other indicators of this study, with an occurrence of 15%, and of course the highest percentage within its indicator 'pronouns'.

We could consider this type of errors as an interference of Spanish, although these sentences are not literal translations of Spanish. But the reason of the interference can be due to the difference in using certain prepositions, for instance the preposition “en” which corresponds directly to the preposition “in” can be used also to express other prepositions such as “to”, “by” and “about”, the preposition “de” can be used to express “of” and “from” and the preposition “a” can be used to express “at”, “to” and “by means of” and so on.

So, to show the interference in ‘inadequate use of prepositions’, these are the examples found in our study which are very relevant:

→I arrived **at** Seoul.

→I arrived **to** Korea.

→I arrived **at** the province of Fuzhu.

In these sentences the speaker uses the prepositions “to” and “at”, which are usually prepositions of place that are frequently employed in the informal speech. But the most correct preposition to be used in the context here, would be “in”. It is the correct preposition that has to be employed when one talks about arriving to a city, a province a country or a continent; to a big place within some limits. “Arrive at” is also used, but it used to say that one arrives to a smaller place, for example: arrive at school, arrive at the mall, etc. And finally, “arrive to” is not used with places, it is used with abstract ideas, for instance: “He arrived to a different conclusion”.

So the correct sentences would be like this:

→I arrived **in** Korea.

Other two similar examples found of inadequate use of prepositions were:

→Jazz as an expression **as** music

→they started on the Delta **on** Chicago...

In the first example there is a misuse of the prepositions “as” which is an inadequate preposition that makes the sentence to loose meaning and in the second example the preposition “on” shows to be an interference of Spanish preposition “en” which is used for specify places, so the individual uses it before both objects. The correct prepositions for these sentences are:

→Jazz as an expression **of** music

→they started on the Delta **in** Chicago...

Other examples of inadequate use of prepositions are:

→people coming out **of** this idea...

→When we don't have new people coming out **from** any point of view.

In these two examples there is a misuse of the preposition “from” and “of”. The correct preposition for this context would be “with”. As in:

→“People coming out **with** this idea.”

→“When we don't have people coming out **with** any point of view”

Then, errors of ‘omission of preposition’ had a symbolic occurrence of 6%. Here we found errors of interference and other type of errors of omission.

The next example of omission of prepositions is:

→*what they do is \_\_\_ recycle*

In this example we can notice that there is an interference of Spanish. In Spanish this sentence would say

→*“ lo que hacen es reciclar.... ”*

We often speak like this in Spanish, so we consider that the sentence above is a result of the interference of this Spanish structure.

In the other hand the following examples show the opposite, they have omissions of certain prepositions but not due to interference, because if translated or thought in Spanish they would lack of a preposition too and it would be also incorrect.

→*After I arrived \_\_\_ the country*

→*you start your antivirus program\_\_\_ different ways*

→*I understand 70 to 80% \_\_\_ what they were saying*

The other two types of errors in this indicator were errors of ‘overuse of preposition’ and ‘direct translation of preposition’, each with a small occurrence of 3%.

Then, concerning ‘overuse of prepositions’ we can show a few collected examples, which we don’t consider are errors of

interference, because translated to Spanish their use will be an overuse:

→you click on **to** the drive you want to check

→they started **to** playing

→in the world around **at** that time

Finally, we observed an interference of Spanish structures in some errors of 'direct translation of prepositions'. Because if they are translated they are phrases who are usually employed in the Spanish speech. As the following collected examples show:

→for reasons **of** health

I learned a lot **of** them

So, we could observe that if we translate the incorrect sentences to Spanish their syntactic structure would be correct:

→"Por razones de salud."

→"Aprendí mucho de ellos"

These last sentences do not have a correct syntactic structure and meaning in English, because the correct form of using prepositions in a sentence to communicate these ideas in English would be the following:

→"For health reasons."

→"I learned a lot from them."

Therefore, there is interference in some of this type of employment of preposition errors.

## **Word Order**

The last grammatical structures' indicator and the third most frequent indicator of all this study is Word Order, with an occurrence of 10%.

The following are examples of 'inadequate word order' gathered in this study:

→*And is a nice city to live in Quito.*

→*The idea that politics we should talk about it everyday...*

→*But not the baseball that we see professional*

The errors of these sentences are first of grammatical structures' position (such as nouns, pronouns, adjectives, etc.)

We consider that the previous sentences are not translations of Spanish, but they can be produced by the interference of Spanish, because in Spanish we sometimes have various options to say something by changing the order of the words. In contrast, English has more limitations to do this.

So, maybe the ideas are being expressed in English in the order as they are thought in Spanish; or they are just being said by arbitrarily changing the order of the words in the speech and not realizing that the grammatical structure used is not correct.

Then, we have found more errors of native language interference that we consider are translations of habits. As in the following examples:

→*It starts to come the wind...*

We could say that this is a translation of:

→“*y comienza a entrar el viento*”

This is an accepted structure in Spanish, we are used to listen to and to use these expressions. But we could say that there is a more proper and elegant way to say this in Spanish”

“*El viento comienza a soplar.*”

Hence, without Spanish interference the correct structure in English would have been:

→*The wind starts to blow...*

To finish we can add more errors which show the interference of Spanish too:

→*And just I went...*      →“*Y solamente...me fui...*”

→*People have an average good quality of life.*      →*La gente tiene un promedio bueno de vida.*

→*They also are very concerned...*      →“*Ellos también están muy preocupados*”

→*The force military...*      →“*La fuerza militar.*”

→*He is doing always...*      →“*El está haciendo siempre....*”

As it has been observable in this indicator, it is the third indicator with the most frequent occurrence of errors, and most of its collected examples are due to native language interference.

Then again, according to the analysis made, the errors that appeared more frequently in this investigation have been: first, errors of ‘omission of pronouns’ which has the highest percentage of errors among the others. Second, errors of ‘inadequate use of prepositions’, third are the errors of ‘inadequate word order’ and closely to this is the fourth indicator errors of ‘overuse of the definite article’ . This is to mention the most significant indicators of this grammatical structure variable.

Then, if we inquire the reasons why some errors occur more frequently than others in this investigation, we can find various explanations:

First, in errors of *‘omission of pronouns’* there is an evident interference from the native language’s grammatical structures. The interference occurs because in English we use the pronouns next to the verbs to indicate who is performing the action. As in: “They say”, which in Spanish is different because we only use the conjugated verb which gives enough information: “dicen”, and which does not need to place a subject before it, a noun, or a pronoun. So, for this reason, Spanish speakers transfer this grammatical structure, especially as we observed in the collected examples, this kind of omissions of pronouns happen mostly when using the simple present form of the verb “to be” conjugated in the third person. This means that the most frequent omissions are for the pronoun “it”. As in the following examples:



→ *\_\_ is a very modern city.*

→ *\_\_ is not true!.*

→ *Because\_\_ is supposed to be a secret.*

These expressions translated to Spanish would be:

→ *“Es una ciudad muy moderna”*

→ *“no es verdad!”*

→ *“porque se supone que es un secreto”*

Here as we can see the Spanish grammatical structure when the conjugated verb “ser” is employed, it interferes in the construction of sentences in English.

As we can observe, speakers get easily confused with this structure, because they want to apply their familiar native Spanish rules to English and this way causing errors in their speech.

The second highest percentages of frequent errors are those of the ‘inadequate use of prepositions’. These errors, as we observed were mostly due to a lack of knowledge of English prepositions. This leads to a lot of confusion in speakers of English as a second language. Here it is important to highlight a scientific statement made about this topic. So, this results are supported by a statement given in Wikipedia (2009) that says that learners are aware of internal rules and structures of the L2, but, when they speak or write, the learners are not always sufficiently skilled to put every rule into practice and fall back on their use of the first language.

So, all of this happens in most of the examples of inadequate use of prepositions.

For instance, the Spanish preposition “en” has the same purpose of meaning as all the three prepositions “in” “on” and “at” which are employed depending on the context.

Then, only a small amount of errors found in the use of prepositions is due to direct translation, thus the native language interference is present in a reduced frequency in the use of prepositions.

The third highest percentage of errors, (but not the less important) occurs in the indicator ‘word order’. It is interesting here to see that the majority of errors within the examples gathered show a lot of interference of the native language. This is maybe a very predictable factor for interference because Spanish uses a variety of possibilities to express the same idea by placing words in varied structures, and this happens all the time in the Spanish speech. In contrast, in English, flexibility to change words of position to express the same idea is not easy, English structures as they are very simple they are also very limited too in this aspect.

The fourth highest percentage in this which is worthy to mention too is that of errors of ‘overuse of the definite article’. We can consider that the main reason for these errors to appear so frequently is native language interference, first because the indefinite article is more frequently employed in Spanish speech before a noun than in

English, and also because in Spanish the definite articles (el, la, los, las, lo) are different in structure and number than in English (only 'the').

To finish, we could say that most of the reasons for this frequent appearance of errors in the grammatical structures variables were due to interference of the native language structures, to a lack of knowledge of the English grammar rules, and in many times maybe to slips of the tongue.

So, noticing that there is a varied source of errors in the individuals studied speeches, we can support this statement by mentioning what Byram (2001) said: we can't take all errors as an evidence of transfer or interference from mother tongue, because not every error is linked to it.

## **LEXICON**

To start, two types of indicators have proposed for the variable Lexicon. Errors of 'false Cognates and errors of 'invented words'. Although these errors were the fewest errors found in this study, they are also important to mention.

### **False Cognates or False Friends**

'False cognates' are words in different languages (in this case in Spanish and English) that are similar in form, but don't have a common root, and occasionally their meaning is more or less alike

but in the majority of cases it is different. For instance, in Spanish we use the adjective “educado” to express ‘polite, well mannered’. And in English we use the adjective “educated” to express ‘a person that has studied’. Other example is the word ‘compromise’ that in English means an ‘agreement of reciprocal concession’, while the word ‘compromiso’ in Spanish is used to express ‘an obligation a promise or an agreement’. As we can see in these two, they are similar words that roughly mean the same and which may not have the same origin.

Differently to these words are false friends which are usually considered the same as false cognates they have the same form, they can have the same roots, but their meaning is different because they have been changing throughout time

The use of these false cognates or false friends will for sure bring difficulties in the speech because the listeners can get confused or misunderstand what the speaker is meaning.

In addition, the use of these ‘false cognates’ or ‘false friends’ is usually frequent mostly among some speakers and learners of ESL. However, as the use of false cognates or false friends has not been shown to be a frequent error in the individuals studied speeches, we could say that maybe all the individuals have a quite wide knowledge of vocabulary because of their previous experiences, as living abroad and/ or as acquiring the language and practicing it since they were

very young. So, this is why maybe in this indicator we did not find any error of use of false cognates.

### **Invented Words**

The use of invented words could lead to a listener to get confused and definitely misunderstand what the speaker is talking about. And will also make it difficult for the listeners to interpret meaning.

In this last indicator 'Invented Words' the amount of invented words in this study was minimum. There was only one example collected:

- *Seriousless*

This example does not show native language interference, it seems that there was a confusion during the individual's speech.

Furthermore, it is important to analyze the role of interaction in the learning process that the individuals investigated have undergone.

Individual A for instance learned English in Quito in a normal school, where they taught English as one more of the subjects. Then, as he was interested in playing English songs on his guitar, he started looking for some lyrics, listening to English music over and over again, reading English lyrics and singing, practicing the four skills by his own. And that helped him to gain a good level of English. So we could say he learned English in a formal way, even though he did not do it with the purpose of learning English. This individual's proficiency in Spanish as in English is really good, average for an

educated person who has finished high school and who got a higher diploma. Regardless of his Spanish accent and his errors or mistakes, he managed the English grammar structures quite well and his speech was clear and had much coherence. He presented as the others several errors in grammar structures and just a couple of errors in lexicon. The only problem we found when transcribing his speeches was that some words were not pronounced very clear, because at some points of the speech his accent made it difficult to understand a few words.

The case of individuals B and C was different, they both went to live abroad and had to take English courses at school and at the same time they had to live in a total English environment. They listened, they read, they had to speak in English most of the time. So, they learned in both formal and informal ways.

Individual B went to the United States of America when he was a kid, when he was 8 years old. He went with his family, parents, brothers and sisters to New York. He practiced English mostly with his friends and at school, when he returned to Ecuador. Later he studied a couple of years at college, and then he has been working as a teacher. Besides, we should also point out that he was born on the coast of Ecuador, but he have lived in the Coast and in the Sierra too. His proficiency in Spanish is good, and as he is from the coast but lives in the sierra, he has a little mixed accent and lexicon that people from the coast that live in the sierra have. He is also very fluent in

English. But there was something to note. His speech in English has a big amount of interference from his native language, both in grammar and lexical structures. It looks like individual B, thinks in Spanish and automatically translates it when he speaks, he had a lot of word order errors. And we observed that a lot of the expressions he used were akin to those in Spanish. Furthermore it was also noticed a lack of cohesion from time to time in his speeches, which made it quite hard to understand what he said when the transcriptions were being done.

Moreover, Individual C went to the United States of America also, but when he was around 15 years old. He went alone to live with his aunt and other relatives, but as the goal of his family was to make him learn English fast, they all agreed that they were going to try not to expose him to Spanish situations. So he had to listen, read and speak in English most of the time. Besides as he said he always tried to be exposed to English, and he lived there for 4 years. When he returned to Ecuador, he studied a degree in college which had high level lessons of English as a main subject. His proficiency in Spanish is good; he comes from a family from the coast but he was born in the Sierra, so he uses sometimes a mixed accent and lexicon and grammatical structures from the sierra and the coast when he speaks spanish. Besides, his proficiency in English was really good. He is a very fluent speaker and very coherent in his speech regardless of his errors and mistakes. And he also has a very good accent.

And if we compare our studied individuals, we could say that the proficiency of individuals A and C was very good in spite of the native language interference and errors presented. And individual B was also a very fluent speaker, but we consider that his proficiency in English was only good, due to the frequent occurrence of native language interference.

Furthermore, the learning process and the proficiency levels of the three individuals studied are unique in each one. Although all of them are fluent speakers and most of them manage grammar structures and cohesion in their speeches very well, their proficiency was not impeccable. So, this is a good moment to remember what Kecskes and Papp (2000) concluded in their research: “nativelike competence is only possible in one language”. All of the studied individuals showed a good competence in their knowledge of English, but none of them had a nativelike competence.

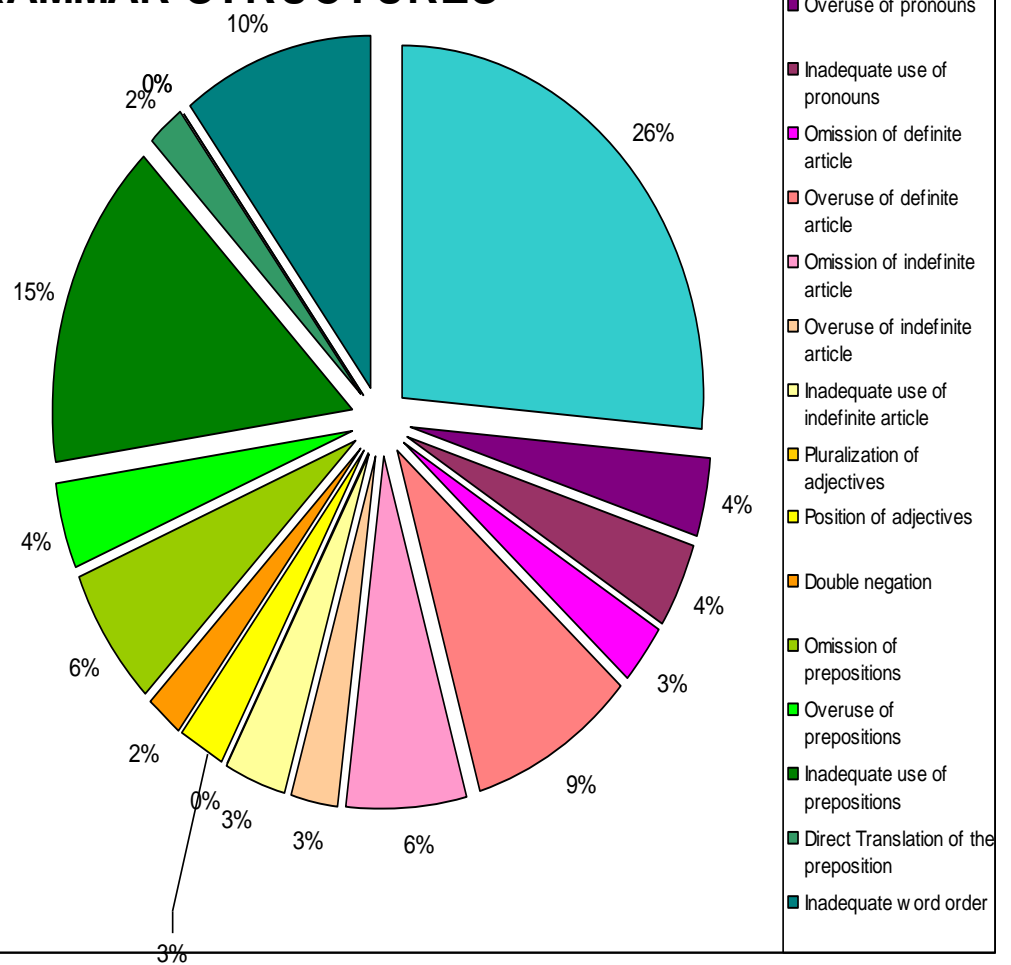
To finish; in the following pages you will see two percentage charts and graphics that show which were the most frequent errors found in the Grammar structures and Lexicon structures of this study for a better observation of this analysis.



## GRAMMAR STRUCTURES

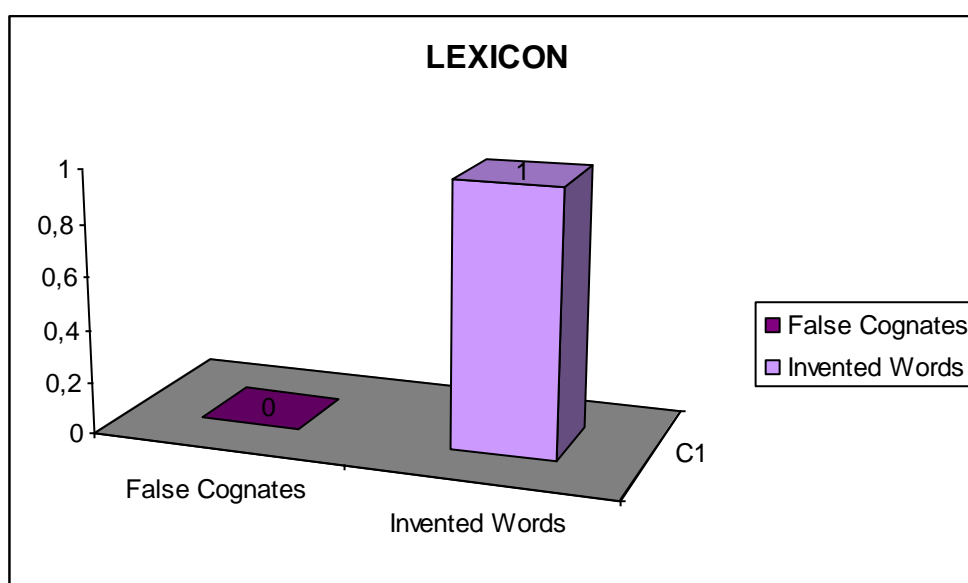
INDICATOR	TYPE OF ERROR	INTERVIEW AND LECTURES 1 AND 2	
		f	%
Pronouns	Omission of pronouns	41	26%
	Overuse of pronouns	6	4%
	Inadequate use of pronouns	6	4%
Definite Article	Omission of the definite article	4	3%
	Overuse of the definite article	14	9%
Indefinite Article	Omission of indefinite articles	10	6%
	Overuse of indefinite articles	4	3%
	Inadequate use of indefinite articles	5	3%
Adjectives	Pluralization of adjectives	0	0%
	Position of adjectives	4	3%
Double Negation	Double negation	3	2%
Prepositions	Omission of prepositions	10	6%
	Overuse of prepositions	6	4%
	Inadequate use of prepositions	24	15%
	Direct Translation of the preposition	3	2%
Word Order	Inadequate word order	16	10%
TOTAL ERRORS		156	100,00%

# GRAMMAR STRUCTURES



## LEXICON

INDICATOR	ERRORS IN INTERVIEW AND LECTURES 1 AND 2	
	f	%
False Cognates	0	0,00%
Invented Words	1	100,00%
<b>TOTAL ERRORS</b>	<b>1</b>	<b>100,00%</b>



## **CONCLUSIONS**

After having finished this research, it is important to conclude the following

- ‘Omission of pronouns’ is the most frequent syntactic error found in this study. Most of the errors of ‘omission of pronouns’ in this study showed an interference of the Spanish syntactic structures. The frequent omission of the pronouns before the verbs in Spanish speech is transferred to English, where the pronoun is always needed before the verb.
- ‘Inadequate use of prepositions’ is the second most frequent syntactic error found in this study. These errors are mostly present due a of lack of knowledge of the adequate use of the English prepositions and also due to Spanish interference. The reason why speakers fall in this kind of errors of inadequate use of prepositions is because in English one preposition (Ex: “in”) equivalent to the Spanish preposition (“en”) only works to indicate one specific characteristic. In contrast, in Spanish we use one preposition (Ex: “en”) to express two or more characteristics (“by”, “to”and “about”). So usually, speakers

show to use the most known prepositions to say things that would need another more adequate preposition.

- ‘Definite Articles’ are the fourth most frequent syntactic errors found in this study. The main reason for these kind of errors is ‘native language interference’, because the indefinite pronouns are used in Spanish to a great extent; on the other hand, in English, the definite article is much less used.
- ‘Word Order’ is the third most frequent syntactic error of this study. The main reason for the occurrence of these errors is the interference of the native language. In Spanish there are various forms of constructing a sentence with the same words in different order to say one thing. In English the possibilities to do this are more limited. This leads the speaker to make many mistakes by translating to English, what has been thought in Spanish.
- The errors found in ‘translation of the prepositions’ are all errors of interference of the individuals native language; although it was not found in a big number in this study.
- “Double negation” is an indicator with a very low frequency of errors. Even though, this indicator is a very predictable indicator of native language interference errors between Spanish and English, because it is a frequently used structure

in Spanish (to emphasize negative statements), but it is not acceptable in formal English.

- Although cognates or false friends could also be a predictable indicator of error between English and Spanish because of the many cognates and similar words these two languages have, the individual's studied of this project didn't fall in these mistakes. This can be due to their broad English vocabulary knowledge and their level of fluency, which is quite good, to the time they have been speaking EFL and mostly due to the time they have been using it as a working tool.
- Invented words were one of the lowest syntactic percentages of errors found. Only one mistake was found in this indicator. All of the individuals studied were aware of not inventing any word. Also, as their vocabulary was extensive and up to date they did not need to make up words for expressing their ideas.
- One important issue to remark in the lexicon variable is that if we as teachers analyze the use of false friends and invented words in an EFL learner's speech, we would find for sure as a result a major incidence of errors than the results found in this study, with adult speakers of EFL, this is because all the reasons we explained before about these two indicators, the time they have been speaking English and its frequent use as a working tool.

- The individuals studied showed errors and mistakes due to native language interference in most of the required indicators of this investigation. But we could also observe in the transcriptions we made that individuals also had a considerable amount of other syntactic errors and mistakes. For example in the use of verbs and auxiliary verbs, for instance: “*What we talking about is...*”, “all you be doing is...”. Other errors were of an inadequate use of false cognates or words with similar roots, but within English, so, they are not related to Spanish, for example : “*the living there is very nice...*”(instead of life), “*maybe the main service of the computer....*”(instead of main server). Other errors found were about the confusion in the correct use of the verbs “watch and see” and “*tell and say*”.
- Studied individual’s speeches were all spontaneous. None of the speeches was prepared, read or presented as an exposition. Thus we conclude this could be a factor that increases the incidence of the native language interference.
- Learning English as a specific goal is not a factor that influences the occurrence of native language interference. Because of our individuals studied, two learned English by a twist of fate and the other learned English motivated by playing English pop-rock music.

- Factors that influence the acquisition of a foreign language in the best way are definitely the motivation of the people around the individual and the self motivation, this is thus part of the positive attitude and the desire of learning a language and being proficient in it.
- Other factor that it has been seen in this study is that the amount of input that the speakers have in their everyday lives is important to maintain the fluency and the proficiency, when planning and giving classes as a EFL teacher, or if it is speaking and writing it thorough the day with other EFL or native speakers, this way a person can be sure of not having too many errors of interference.
- All of the individuals studied in particular schools here in Ecuador and two of them studied abroad in state schools in the USA, so, they are all educated people, and their cultural background is almost the same. When it comes to college only all of them went to and only two of them somehow finished it. But, none of these three individuals studied a language teaching career. However, only individual A and C could finish college, but only individual C studied an international business career were he learned and practiced a lot of academic English, and nowadays he is continuously communicating with foreigners that speak English as a native language or as a foreign language in a real context, in contrast



to the other individuals A and B who work as teachers and that communicate everyday with English learners. Therefore, we observed more carefully, individual's C speech and we should point out that his speech was clearer, he had less errors and a better cohesion of ideas than the other individuals. Therefore with this we conclude that the cultural background of the speakers of a foreign language and the continuous practice of the foreign language in real contexts are primary to be a more proficient speaker and to reduce native language interference occurrences.

- 'Native language interference' is not the only reason of the errors found in the speeches and interviews of the three studied individuals. Because it was observed that there are also other errors due to other reasons as lack of knowledge and slips of the tongue and inadequate use.
- Native language Interference in a grammatical or lexical level is certainly an obstacle for an effective communication, because it reduces significantly the speaker's competence and their ability for communicating in EFL and it causes confusion and misunderstandings in the receptor or the audience.
- All individuals transfer structures from their native language to their second language no matter the formal or informal learning processes they went through.

- The same errors caused by interference or by other type of factors were observed to be made once and again by some of the individuals. Therefore, we could say these that individuals were not conscious when they made a positive or a negative transfer error.
- Errors and mistakes in speech are more observable when the transcription of the speeches is made.
- The proposed topic has been of great interest to us and to other people around us specially to some of the studied individuals that helped us to accomplish with this investigation. And after having investigating and obtaining the results we have realized how important is to be attentive of our own native interference errors and mistakes, to keep practicing and trying to keep continuously improving our EFL, otherwise one can quickly loose the proficiency that has been acquired mostly because we do not live in a bilingual country and as teachers, we do not practice English with native speakers, only with our students which are just learning. Thus, we finish and conclude saying that every person which is not native can have at least one or two native language interference errors in their speech, and that the most proficient speaker of a foreign language can quickly loose the ability to speak the foreign language if he/she doesn't persist practicing on every skill as when they learned.

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# ANNEXES

## **ANNEX No. 1**

### **Transcriptions**

#### **Interview – Individual A**

-Hello good morning what's your name?

- *My name is Erick*

-Nice to meet you Erick, where are you from Erick?

- *I'm from Ecuador, I was born here in Quito.*

-Did you learn English here in Ecuador or in a foreign country?

- *Yes, I started learning English here in Ecuador when I was around eight, I started learning at school, but, later, I started to make my own studies on language..*

-So, you've always liked languages?

- *I think so, I think so because of the music and some other reasons I've liked it*

-Do you speak just one or more languages?

- *I only speak Spanish for sure and English..*

-You haven't tried to learn other languages?

- *I know some other words, a few words from other languages ...like Italian and French and German..*

-Oh... all right. Was it easy for you to acquire English as a second language?

- *Yes, I think it was completely easy absolutely easy because I liked a lot to listen to music, so, I wanted to know what they were saying, then I started to research on my own using dictionaries and having a little conversations with foreign people.*

-Ok, did you like the subject at school?

- *Yes, I really liked , I really liked I was one of the best...*

-The best students?

- *I was the best*

-Oh... ok, that's nice. Tell me Erick what is your profession currently?

- *Well I'm... ah computer technology, I have a degree on that, I work with computers, I make networks and I am an it.... right now, I work with computers, desktop I work with desktop people helping them solving their problems, work with the internet, computer viruses and things like that.*

-Are you currently working as a teacher?

- *Yes, I am, actually I work as a teacher here in Cambridge and I teach at home and I am working with computers also, I help people with that I work for enterprises, and I help friends and stuff like that.*

-For how many years have you been teaching English?

- *So far I've been teaching for six or seven years maybe.*

-Ok but, what do you enjoy the most the computers or teaching?

- *Both of them, both of them because I started as a computer teacher and a math teacher I do that, I've taught musics, I've taught math, algebra and English, also as I play the guitar I teach a little bit of music too.*

-That's very nice, that's very nice. How is the experience of teaching for you?

- *It's a challenging job I think because*

-because you have to be preparing yourself every day right?

- *every day, everyday, you have to be prepared every day for a lot of things, first of all ... for sure right. and another important thing that you have to deal with people and behavior and every day you have problems and you have to be prepared*

*for that, and even though you're not prepared you learn to deal with that, I mean it's a learning process that you are doing every day, it's hard but it's nice.*

-How do you think speaking English has helped you in your life, as a teacher and as a person who speak it as a second language?

- *Yes, oh, for sure because you learn a lot, if you like a change and you can get to understand people on.... people from another country, they think in another way, they are, there are a lot of people that they are open minded, different as us, so you learn a lot, they are always teaching you new things. You get to know things well and in a better way...*

-Have you traveled abroad?

- *Yes*

-For studying or just for visiting another country?

- *Oh I've been for both of them, I've been for..... I've been there for... I've been in Miami, I've been in Toronto and I've been in Colombia. I've been in those three places I think, and I've learned a lot to knowing people, knowing places, speaking English...*

-Speaking English has been very useful I think so, If you went to the USA and...?

- *Yes, English has been so useful for me because I play the guitar and I sing and I love to sing in English, and the music that I like is in English and that's the first reason. And the second is that for computers you need a lot of English because software is originally made in English.*

-Of course, of course, so it has been very, very helpful for you..

- *Yes*

-Oh that's very nice.

-I've been listening to you and I listened that you like music, tell me about that. What kind of music do you like? Is that your hobby?

- *Yes, I started loving music If I can say in that way when I was 9 I started to listen to 'Disco' music and some Pop music and some Pop Rock music?*

-Really? not that kid's music?

- *No I never liked that, I really, when I was 8 I really hated being at birthdays or some things like that...*

- Ha ha ha...

- *Yes, I never liked that*



-They were kinky?

- *\*Yes, completely*
- *Then I can remember when I was 9, I remember that listening to the radio and listening to the most uhm... the best for me, one of the bests albums ever is Pink Floyd's "Another break in the wall". I heard that from the radio because 1979, that was the year that Pink Floyd released that album.*

-How old are you?

- *Almost 40. I'll be 40 this October*

-So those were your years...

- *Yes, but I was little I was a kid, I was 9*

-That's very interesting because a kid at that age?

- *They don't care at all*

-No, they don't care, but they do care a little bit about what is popular in that moment

- *Yes, pop, pop music. Yeah. That's what they listen.*
- *Then I remember exactly, I would never forget listening to Supertramp at the same year*

- yes, very nice music

• *And one of the most famous albums ever I heard from Supertramp is "Breakfast in America", I remember that I remember the albums, I remember the years, I remember everything about that*

-Do you have any brother's that listened to that music?

• *No, I have a cousin who's older than me, 10 years older than me, 10 or 11 I think. He's 51 right now. He taught me that. I was at that time listening to those music because of him. He used to come home. He said "Hey...listen to this, this is a good music... yeah you should...", and... I liked. And because of that. I went into the English world. So that's one point. And then when I became 17 I started learning to play the guitar and the first thing that I started doing was trying to get some of that music into my fingers and I started playing Pink Floyd, Carlos Santana, things like that but I was learning I was a little bit dumb with the guitar. Now I have my rock band and everything. I sing and play the guitar I try to play the guitar, I really admire Erick Clapton, he is my (9.34) so, That's one reason for me to get into English world*

-Yes, I like classic rock too

- Yes, Led Zepelin, Eric Clapton, ZZ Top

-Yes, I think that kind of music would never...

- *\*Would never die*

-It would never die, and now you don't have that kind of music,

• *No you would never have... , 70's and 80's ... For me 70's because I lived that, the end of 70's, 77, 78, 79 as I told you I used to listen to the radio and the music that was playing there on the radio at that time , then on the 80's I was a teenager, so I was completely into that music world*

-Yeah I guess so

• *I liked... people come to me and asked hey do you remember who's this? ..... ok I say the year I say the singer, I say the song... the name of the song, things like that, so people is always asking me and saying 'ok you are like an encyclopedia of music..'*

- You know I see that most of people like that music, I personally I love that kind of music. I'm from the 78, and I was a Kid

- *You were born on the '78?*

-yes, I was born on the '78. I'm 30 years old, but I, maybe I remember I listened to my brothers' and my sister's music so I think that , I like that music because of that because I used to listen to that music and I think it was so nice music, it is very nice music.

Now tell me now about your rock band.

• *\*Yes, my rock band started if I remember started on 1990, I started to play the guitar in 1987, when I graduated from high school. My father gave me my first guitar,... and the second and the third...'cause I use to break them, and losing them.*

• *But then my mother gave me my first electric guitar, it was like similar to a Frederic Straussenberg then when I was 23 my mother gave me my second electric guitar that was a Frederic Straussenberg that one like... similar to Erick Clapton's , then when I was, at the age of 21, I think I was playing the guitar in such a good way, then I started to buy videos, so you can learn a little bit more, you improve your playing, you improve your play, you get more information.*

-But real videos of bands?

- *Instructional videos*

-Ah instructional

- So you put the video and you start playing ok they say ok this the part, this part of the of the guitar, its name so you get full information for your guitar and for your playing. Ah! This is a ...this is a ..... And things like that

-You must like that because you have to have patience to learn that way. I guess so.

- For sure, a lot. So, your will is to improve so you have to, you need to play better and better every day because you have a lot of other guitar players and you have to be that level and you see more guitar players on TV, videos, rock bands and for example, have you ever heard... I don't know If you ever heard about Josh Adriani ? he's one of the best guitarists all over the world, including on that list from me is Edward Van Halen, from Van Halen, the group, the rock band Van Halen, I don't know if you have heard, he's one of them, he is the creator of tapping, one of the styles of guitar playing, he's real accurate and completely rock and if you listen to them and you listen to your own playing you say... 'how come' I have to be that level. So you are doing that improving every day, playing , learning, learning, learning, you need more information. How come that he can do that,?, can I do that? Ok, and then you start doing that and you learn and you play better and better, and so, my friends they told me hey, we lost your pace and we lost, and one day we came to see you to watch you playing the guitar and we got completely crazy about the playing , so they...when, when did you started playing that way, they... it's nice, people always telling me you play good you're doing better, they like the way that I play the way that I sing it's nice, so I really really completely happy about that because I think that all my goals are with me right now. I love to teach, I never thought being a teacher , I never said 'I want to be a teacher' but I ended up as a teacher

-It usually happens...

- Yes, but playing the guitar when I was 10 or 12, looking at people playing the guitar, ....but I never give anything up

-Where do you play ?

- On bars, I go to play on bars at night... Friday's...um Friday night I go to play to maybe karaokes or bars, pubs...

-I went the other day... no, a year ago maybe, or two years ago to Friday's and I saw a rock band they were very very good, and they played all that 80's music, 70's and 80's music, maybe it was you?

- ...maybe, but I was there once only.. they are my friends I used to play with them, but maybe... um I don't know.. I don't remember the name of the band but

*maybe they were. I was... um I used to play with a lot of bands I have a lot of friends from music rock bands that call me hey why don't you come and play with us*

-Ah, so they call you to play with them, but you don't have a band?

- *I have a band*

-What is the name of the band?

- *My band is called 'Tempo Alternativo', it's a crazy name but is nice, and we play, we went to the beach on Atacames, we've been there playing there live on the shore*

-What kind of songs do you sing?

- *Oh I sing, 'With or without you'*

-But you sing?

- *Yeah I sing*

-Oh you have the voice then too...

- *Yes, I think so, I never used to sing, I never, I never sang a song, but some day I started doing that and I said ok I can do it why not, so I started to sing , someone said hey can you teach me?*

- *I cant teach because I don't know what I do , I'm not ,,,,,,,,*

-You're not prepared for teaching that..

- *I'm not prepared for teaching that, I can teach you to play the guitar 'cause I know how to play the guitar, but then singing I don't' know I just did it , I just did it , I don't know when I don't remember when I started to real singing, Because it's... you start to do something and then day by day you, if you...set a think that you can do it, you do it, you go forward that goal and you do it and you have achieved that goal. That's what I did. Playing the guitar is a little bit different because you are more... you realize that you see what you're doing you know it and you can tell people how to do that , the same as English, but, I think the trick is to love what you do. That's the trick, You can have the best teacher all over the world but if you don't like what you're doing you would never get it. That's the trick*

-Yeah, I think that's the trick in everything.

- *In everything*

-Ok Erick it's been very nice talking to you and I think it is very nice what you do. Thank you very much

- *Thank you very much*

### **Speech 1 – Individual A**

Ok, I'm going to talk about music, as far as I know..., all the information that I have.

Music started first as a way to get feelings out. That was the way that music started. People wanted to express feelings and the way that they feel about something or about some phase that they were going through in that time, but later music has been developed in a special way for example during the 1950's , 1960's there was an expression of Twist and a kind of only instrumental music that was for dancing in dance clubs and things like that. That was the beginning of Jazz as an expression as music.

Then with the big bands and the all the music we had during the War; and at that time people started to dance that music that was only good for only listening.

Later that, we had some different movements which changed the way the music was, for example starting with Rock'n Roll and Blues expressions that have..um...with black people. And on the other side we had a lot of jazz also, that it was only for listening, but people started to dance like... the Twist and big bands

and things like that. Later I'm only related to Rock'n Roll and Blues expression that they started (on the Delta. on Chicago on places like.... I don't remember exactly that place, but it was... and I don't know if you know, it's the Mardi Gras. Is in Chicago or new Orleans that's the way that blues started.

Blues as we know started as an expression, as it name itself, expressing black people feeling about slavery and things like that. So, they started to singing only with their voices. Only singing; and then, with the development of some other instruments like the harp they started to singing, playing the harp at the same time. Later they got the devices to get the guitars, so they started to play guitar singing and with the harp. That was the beginning of Blues, at the same time, with the ending of slavery they started to playing as a musicians, black people started to playing as a musicians on some bands. They mixed in Blues with Jazz and singing. They started to have this new expression of music.

At the same time black people developed this Rock'n Roll movement around the 50's also, or before back on the 1930's, 40' 50'. This is the time that it happened.

As far as I know, as far as I remember one of the playing the guitar and doing some Rock'n Roll, and also, he was black and this other man was 'Bill Hally and his Comets' who started doing Rock'n Roll, he is already dead. And this Rock'n Roll started to gain a lot of space in around the world, as you know. Then we had Elvis Presley and The Beatles and rolling Stones, they were different expressions but they wanted to... the only thing that they wanted is to let people know their expression about music and on Rock'n Roll. That was the first expression of music around the world.

Later, on we had that became rock as we know.... as today we know. This expression was the most.... the best known I think was Led Zepelin one of the one good expression of the Rock (, Before that, or at the same time we had Jimmy Hendrix on the guitar. He was completely god in guitar. He was because he died because of a overdoses. So, that was the problem of that age. All of their musicians were into drugs and things like that. That's the bad point of music.

Later on, well the expression that I mostly like is Rock and that we can have a fusion of rock with Jazz and we can have Jazz-Rock. We can have Blues-rock, a fusion with Blues and Rock, and most well known is Erick Clapton in Blues Rock. Jazz Rock for example we can have and maybe also Erick Clapton too because he is doing always

... Then, with rock there are a lot of expressions that we can find today. With Rock, one example of that is alternative Rock and Pop Rock and some are based on Rock.

Rock has also another variation that is Black Speed Metal and Black Metal and Hard Rock, they have another way of thinking they are based on another ideas. The original idea of Rock was to protest against problems that we had in the world around at that time like Vietnam War or things like that and to express and to protest against the system social system, I mean all the leaders they were only thinking on their own and things like that so that was the main idea for them to protest, that was the rock made full. But later, maybe around 70's there was another expression that it was unique at that time it was Carlos Santana that had a mixing around music he used to mix Salsa that was a latin expression, with Rock and a Hard- rocking playing guitar and as we now today Santana is one of the most recognized musicians all around the world and his compositions are completely very well admired all around the world. Well he had his best time during the 70's and around the 80's, around the 90's like not so well known because I think Santana went for some other business, he left aside his playing guitar, those expressions are influences for new music expressions as we know as we have today. Another expression that we can find is like classical rock mixed with symphonic, for example symphonic rock we call that in... one of them is Pink Floyd, and another groups what we can find around that is, another good group that we can find is Yes, they are Britain, Britain made, they are British, they call themselves Britain made. They use a lot of instruments like classical music, violins Chellos, contrabass, and things like that... instruments that you can see on classical music, they mix with Rock, that's a nice expression, you can find also that on music with Pink Floyd. And any other groups that I just don't remember by now but they're also good.

Now you can have this gothic expression of rock, for example Evanescence and... Those groups like that I'm not so well informed about that and I don't remember most of them. I like that music too because is an expression. You can listen to some sweet voices and a nice expression a voice normally women singing that music, their voices are so sweet, so high and they are nice they mix also with some classical instruments and they have that kind of music.

My favorite music on that is and what I play is Blues Rock, some mixing with jazz rock and Hard Rock that's what I like the most, for example is a good group and there are new groups. Also what I like the best, the best is the classical rock, that's what I really like and influences on more music analysis we cannot make because

we're going to get in some boring topics like compositions and and things like that, they're. And to end I think one of my best, I have three options for the best guitarists that I can pick, one of them is Joseph Triani that is a Hard Rock player and Erick Clapton as I already said and Stevie..., both of them are Blues Rock players and I really admire them. Joseph Triani is another good guitar player and is a Hard Rock player... and his guitar is also is awesome. Well another I won't forget is Erick Johnson and Steve, they are hard rock players and jazzy, a lot of Jazzy, and their expression is today's expression of music you can hear them today playing on every, almost on every stage of the world, they are young they're still playing the guitar, they have, they are... the interesting thing that you can talk about them is that they are developing a new technique, a new sound, new expressions around themselves so, interesting to listen to them playing the guitar and their music, their expressions... and they have been playing together maybe once a year or twice a year, they do some .. and some that they play together and Jhon Petucci. Jhon Petucci is I just remember, Jhon Petucci is a player from a band called Dream Theater that's another good guitar Hard Rock with Jazz and mixing with Classical and this Gothic style is real nice to listen to them if you can listen to that it's gonna be nice, is hard rock but composition that you can find that.

As far as I know about base players there are a lot of based players they make written parts they make and they make also like singing quality under their base playing. To play the base is not so easy as to play the guitar you have to learn another techniques, different techniques to play the base. So that expression is completely nice and is so difficult to get is not as easy as the guitar if we can call that in "quotation marks" because guitar playing is also hard.

Well nowadays, today we have new musicians, new expressions, and I think that music will never die, new musicians are always getting the previous musicians that I told you the 30's, 40's, 50's and 60's musicians that we can have them as an example as a beginning as a starting point to develop your own style, and get to know or understand new styles that we can find nowadays, that will always happen, we would never forget about Erick Clapton, Joseph Triani, well the beginners Jimmy Hendrix, Stevie... he was a complete god in guitar playing now he is dead, Santana, vocal quality for example Janice Joplin was nice, nice singer, he's already dead also and to end just one slogan as we can hear, "Rock and Roll will never die" and let's keep up guitar playing. As far as I can say. Thanks.



## **Speech 2 – Individual A**

Ok, I'm going to talk about computer viruses. Internet threatens. Nowadays we can find a lot of threatens in... for computers coming from the internet mainly I think, most of them are made by exclusive people users or experts on some programming language like (0.40) mainly assembler that's the most important language... programming language. They make these viruses with a lot of purposes; one of them is to protect some software and other purpose is to keep people problems and make windows freeze, that's the main idea that they have for making viruses. But

not only Assembler is the main programming language that they use. They can use visual basic or visual (1.35) to built computer viruses. For example we have many types of kinds of viruses; one of them are the macro viruses they are made to work on word or excel (1.50) hhhmmm the purpose is to make the computer to slow down or to fill the hard disc with (2.08) or repeating information so the information starts to grow taking more and more space into the hard disc. Another problem is worms, worms are viruses that are programmed or built to get information from computers or to gain control over remote computers. Worms are easily spread through local area networks or maybe the main service is the internet , you get an e mail written in English and saying some stupid thing like “read this information” or “see this picture” or “see this movie” or something like that , then you download that thing and you open it and you get infected. This is the way that viruses programmers get their viruses spread all over the world. How do you get.. how do you protect from that? The easy way is to get a computer anti virus, that is the easiest way. But you can find a lot of options when it comes to computers antivirus, you can have a lot of (3.39) about that. The important, the most important thing is to get serious tools to protect your computer. I’m not going to talk about brands, I can say three brands the most important that would be Trend Micro, or McAfee or Cymantech. Those brands built or make serious tools to protect your computer and keep you out of these problems. That’s one or maybe the 50% of your protection. The second part of your protection is to know what happens inside the internet or maybe in your e-mail, so you can protect yourself by not opening some unknown sender e-mails, if you don’t know them, don’t open it...easy, as easy as that. Or going into some pages on the internet that you don’t now, or maybe using chats or IRCs or resources that you are not so sure where they come from, so if you browse those pages you can get infected if you don’t have a real or a serious tool.(50.8) Well you know... the second .... That is the first part to protect. Protecting using tools and protecting using yourself your knowledge not to go into pages or places that could be dangerous for you computer.

Now, the second part is how do you get rid of these things?

Experts call them software lock we can find adware, spyware viruses and Trojan horses and things like that all of them are called in general viruses.

Adwares are specific programs that you get loaded in your computer and when you open an internet instance this adware opens another instances of this web browser so you get a lot of windows open at the same time showing you commercials or advertisements that’s the way that they call ads or adware.

Spyware are made to spy into your computer, so you can download a game and you can have (instead 'get') a Trojan horse or a virus or an adware or a spyware. The spyware is built to get your personal information like your ID, your credit card number, your credit card expiration date, things like that. So they can get all maybe they can make a fraud on to you like getting your money or using your personal information so they buy things and you didn't know that and you have to pay for that and that's called fraud.

All that (7.27) programs are not so good for you as you can see , so using tools, using important tools, so important for you to keep you safe from this threats that you can find on the internet. There is this last problem that you can find on the internet and that is called "phishing", not like, not with "f" with ph. P-h-i-s-h-i-n-g , "phishing". So its interesting because you receive an e mail saying that your account is out of date so you have to log in and you give your password your user ID, you give your card number, your credit card number your account information and things like that, so they can get that information and they can make some fraud on to you. Phishing is a common way to get you into bankruptcy maybe and so it's a big problem. The United States have legal information so they have laws about this, we don't have that yet. E-commerce is working so that good in USA but not in Ecuador, maybe some places in South America, we don't have laws for that . So we can be into that problem and we can't do anything about it. Well, what I do... now my tips for you.... what I do is not to get into some places that you don't know like X, triple X places, you know? People use to go into that. Then another important source of problems are internet chats, chatting, those little tiny icons that you can download from some pages you don't know so you have to be careful, you have to have computer antivirus loaded to your computer before you do that so, please be careful about the pages that you get into, be careful about the e-mails that you receive and also using your flash memories. Before you use your flash memory you should check it with your computer antivirus and then you use it or else you can get infected.

Ok if you want to check your computer or your flash memory its not so... There is no rule because its different it depends on the tool that you're using it depends on the antivirus that you use, but usually you have, you start your antivirus program, different ways but when you have the main page the main window from the antivirus and you can check first you have to plug in your flash memory, then when your operative system recognizes it you start up your scanning tool and then you pick, you choose, you click on to the drive that you want to check and then you.... normally, usually all of those tools have a scan button , so you press the scan button and there.... This flash memory or maybe an iPod or whatever you're

using will be checked and then it will be free from viruses or threatens that you can have there downloaded or loaded in to your flash memory. That's one way.

And you can have a lot of free scanning utilities or tools that you can use on the internet, Form Trend Micro there is a "housecall", is called "housecall" you log into [trendmicro.com](http://trendmicro.com) and you can use house call and it's gonna check all your computer for viruses so you get free at that moment, because next time that you plug in a flash memory or you receive an e-mail you would never be protected , that's the way that you need... we call that... we call it online, online checking, I don't remember the name exactly but it's online, you're working at your computer and your computer is being protected at the same time that you're using it . That's it I think.

Well another problem that you can have most of the people ask about is, can you get into another person's e-mail to check information that you're not allowed to? That is not that possible because you have to have a lot of tools. Could be possible but the sentence is too long maybe less than 1% you can do that. Getting in hotmail's accounts or yahoo's accounts is not so, that easy to get into, or hacking some Hi5 or some facebook accounts that's not so easy. You can do that but it's not so easy. Normal people they cannot do that you have to have special tools and you have to take a lot of time trying to guess those usernames and passwords to get into it, to log on to that account and to get the information out. It's difficult to do that. And to do... The thing that really happens is that people forget usernames and passwords and they say, Oh I have been hacked, that is not true, is not true, is that they forgot some letter or some number or some word, some password, so that is what is happening right now at the moment. Hacking some computers and hacking software and hacking places take long time it's not so easy as you think.

## **ANNEX No. 2**

## Transcriptions

### Interview – Individual B

Hello good morning,

*Good morning Gaby,*

Can you tell me your name

*Sure my name is Charles*

Where are you from?

*I was born here in Portoviejo, Manabí.*

You're from the coast...

*Yes I am*

And how old are you Charles?

*I just finished, I just completed 50... I'm gonna be 51 next month...*

Tell me, both of your parents are Ecuadorians?

*Yes, the both, ...the both born here*

So your first language is Spanish?

*Spanish, yes*

What is your profession currently?

*I am an English teacher*

Ok, for how long have you been teaching?

*Well...on and off I've been teaching more or less for 30 years...*

Tell me Charlie, where did you learn English?

*Well, I was lucky, I learned my English in the United States in New York City.*

And how old were you when you learned it?

*Well my process of learning English more or less at 8 years, I was 8 years old when I started my first contact with English and I learned my English fluently 'till I was 16. After that I came here to Ecuador and I stopped learning English.*

So you went to live abroad, you went alone or you went with your family?

*When I went to the US I was taken by my parents I went as a family, I didn't go alone*

Can you tell me the reasons you went with your family.

*Oh.. there were for reasons of health and for reasons that we were taking care of my father, so the doctors they told him that he had to go to the US, and over there in the US the doctors said that it was necessary for him to stay more time, so my father said 'ok no problem we'll stay here and as long as you can cure me and you can find the solution to my medical problem I would stay here.' That was the reason we stayed over there.*

Ok Charlie how was the experience of learning English in the States?

*For me the experience was very positive because I didn't see it as a .... I didn't have no typical teen learning, I didn't have teachers that made it a... of learning, nothing that was negative, it was very..., it was fantastic. It was so fantastic that in doing my school years in the primary I also tried to learn French, I tried to learned German, besides I also knew English , so while I was over there I still 'parlez vous Francais' that's what everybody says... you know is but that's what happened to me.*

And German, what happened with German?

*What happened with German was...there I had a terrible teacher, the teacher was so... I didn't want to learn it because he said 'ok' I don't know the words... what can you say... 'guten tag' ...'wiese hiese du' and so it was another kind of learning. And I didn't have a positive feedback that was necessary to learn another language, but I still have the books, I still , I can read it, I can understand it and I can use a dictionary and say.. 'There's no problem to translate'.*

I know I know that learning German is a little bit harder than learning French or English I can tell you by experience, my own experience. Uhm so tell me, how was the experience of living abroad?

*For me is.... Going to the US... I considerate myself a lucky person because, first I'm the oldest one of my family and I had to set the example, I had to do things that the younger ones had to imitate , so when I went to school, I was a good student I used to go to the library, I was an active student , I used to go into prof... no professional I was going to say.. I used to do extra curricular activities, doing sports, going to whatever was the school was projecting I used to do it. It was very good for me; I was very happy in the US, I was so happy that when they told me that I was going to come back to Ecuador, I said... mmm I don't think so, but I came back, and I liked the Ecuador. It was fantastic for me re -discovering something that I knew when I was very young .*

So, nowadays do you prefer living in the USA or living in Ecuador?

*I prefer personally... my point of view is that Ecuador is a paradise because I know what it is to live in the US, I know they have four seasons. You don't have the difference of temperatures that we can find in cold weather. I know what the 'windshield factor' is. Few people know what the 'windshield factor' is. The few persons that know that about it are the persons who go mountain climbing, the persons who go to the Chimborazo and to the Cotopaxi they know that...*

Windshield factor?

The windshield factor, sure.

And what is that?

*What is that?, well let's say right now that I take the thermometer and let's say that right now is 30 degrees but if those 30 degrees centigrade. It starts to come the wind that wind, that change of velocity it would make you feel as if the temperature is lower, so they call that a 'windshield factor' It makes you feel as the temperature is lower. And it's bringing it down, but you feel it colder. So it's something that you have to... Usually people don't ask what's the temperature outside everybody asks what's the windshield factor? ok, ok it's really cold. I'm not going out; I'm going to stay inside. So, it's something that you learn to talk about.*

So, that's the hardest thing of living there in the US?

*The temperature yes, I would considerate that the most difficult thing for anybody that goes to the US is the cold. If you don't adapt yourself to the freezing temperatures you can die. Well, I don't remember anybody dying because everybody used to put on so many coats that it was very difficult and you have all the technology so nobody.... For example if you are somebody that makes a mistake of going out in very extreme weather you can die over there... you can freeze to death, you can... you can... your body temperature goes so low that if you don't take the measures, the corrections to prevent hypothermia you can die... you can... One day somebody came out to get drunk and he woke up dead, because of the freezing temperature.*

In which state did you live?

*In NY city. In the state of NY.*

Summer I think is very hot too?

*Summer in the other hand is the other extreme. Is so hot that you need the air conditioning you sometimes... well I remember it was used to be so hot that, we as children once we got the authorities we used to open the fire hydrant and make the water go out for everybody 'cause it used to be so hot that the*

*authorities didn't think it was ... they had to punish us for using the public service for something that... it had to put the temperature easier for the people, opening the fire hydrant so everybody would be playing carnival. Like we play here in Ecuador*

So for you what would be the worst thing of living in the US, in those times... but now?

*What other things I can find? ... When I was over there I had racial problems, we had for example... I'm brown skinned, I would be considered Puerto Rican. Everybody would think that I would come from Puerto Rico. Because I'm brown. And once that we speak everybody would say: 'ok you're from that part of the side of the city'. So we did had racial problems. We had blacks, we had whites, we had yellow...he he. The Asians that we had . That would be a real problem. In school you could feel it , you could sense when ... If you would go into another... somebody else's territory lets say, you could be asking for trouble if you didn't make certain procedure , certain...*

But most of the racial problems were among black people and Latin people?

*No, in those times it usually used to be black and white, usually it was always them ... the Latin people...We would usually get caught up in a situation whenever would ...we would the second or third minorities, along with the Asians. But the black people is a strong minority... Is a strong sense of racial difference in NY city. It's very..., you can feel the idea, it's... Here we don't see none of that . Here we can see the racial difference when we go to the province of Esmeraldas, we can feel that we're going to another country because everybody is black...*

And why do you think that Ecuador is a paradise?

*Well, we only have 2 seasons, rainy seasons and dry seasons. That's ...we don't have no extreme weather. The only extreme situation that I've seen here is when it's raining in Santo Domingo, every day is raining. Or when you go to the... I haven't go to the jungle but, really...in weather...in climate....that's no problem...for me..., and then, besides that, the country here in the agricultural sense, we have foods every season, we have...*

That's right, the food, you have here, you can't have it in the US. I lived there and I missed so much food, and I missed so much ... how is people here, the family, everything is different.

*I will tell you about something else that's different from.... from Ecuadorians, That people here are more social, since you don't have a different antagonism, over there we have antagonism because we have to... there's another thing that*



*is different: in the US we are very competitive. Every thing we say is... ok how much money do you have? How much...whatever, everybody is comparing. Ok what did you do last year? Did you go to vacation? No I didn't go on vacation...'Oh..you are terrible, you aren't doing anything that's positive.' So we have that competition and that can really produce neurotic situations where everybody is thinking. 'Ok I'm not producing enough, I'm not making enough money and that situation I didn't find here when I here, that's why I called it a paradise.*

But, you know, I see that here people in Ecuador is getting very competitive too ...

Yes...

A lot , a lot of pressure too

*We have stress now... When I came here in the 70's, the only persons that I would think that were suffering from stress were the politicians, because everybody was saying: 'Oh man you are terrible as a politician' you just have so much money and where are you gonna put it? That kind of stress no? But everybody else was... ok... 'viva la vida loca' ha ha...something like that.*

I would like to live my 30's in the 70's. I think now, we have a lot of stress a lot of pressure... because of the political situation , the economic situation

*Yes, we do have stress now.*

*We didn't have that in the 70's and 80's, we didn't have that. I can see that. We didn't have it. And if somebody had that, it was because he was usually maintaining 3 or 4 families , I don't know, or I would think about he would be getting in the illegal drug market... something like that, but, no, there was no reason to be stressed here in Ecuador. At least on my point of view.*

So what do you think about the current president? The current government?

*Well, I'm happy; I think that Correa is a good president. He's making some mistakes, and I do like to point them out. But we have something that is very, that is everywhere... we have a big situation of burocracy, the same situation that we had in the US. Is the same case as in Spain and as in Europe... it's a problem...*

*So, the burocracy here is a big problem.*

What do you think about the changes that the government is making... uhm for wxample ... a small thing : I saw some news on TV about how do you say... about the prohibition of those TV shows for kids in the afternoon.

*Ok my son, he told my about it, and I didn't put him any attention because I usually don't see the Simpsons.*

How old is he?

*He's 11 years old*

Oh so he is affected...ha ha

*He is affected, he was mad, he said ok what I'm gonna do now? If we can see the Simpsons, what I'm gonna see? Well, we are lucky because we have all the channels, but he, what he likes to see is the cartoons and 'the Simpsons' is one of the programs that he's been attached to...*

*Do I think is gonna..., is bad? I think is bad because government shouldn't be worried about those situations, government should be worried about other situations not about prohibiting what people should be seeing or what people shouldn't been seeing. For example I was going to say what Correa did make a good situation was to put public TV or to have a state founded television which is a good idea. That we should be seeing. That should be competing with the private sector.*

*But to say to the private sector: 'don't do this or don't do that'. And that prohibition I don't think it is... It wasn't necessary. He didn't have to do it. It's a mistake.*

Ok and one positive thing?, one positive change that you have seen in the government lately'

*Well, I have seen that people are more active politically For me that's fantastic because that's the only way we are going to make changes , people are going into education not as a way of...what can I say... not as a way of being different, but as a way of doing things, as a way of achieving goals. And make things happen, that is positive. If we are going to make things happen we have to need ... we need the knowledge, we have to surf the internet, we have to find solutions, we have to speak with other countries. That is good.*

Ok Charlie, it has been interesting listening to your experiences and your opinions. Thanks a lot.

*Thank you Gaby, it was my pleasure.*

## **SPEECH 1 – Individual B**

Good Evening. I'm gonna speak about politics, the reason I chose politics is because I think politics is very important for us.

I first got the idea that politics would be a good topic to talk about because it's easier for me because I do it everyday. Everyday in the news I hear politics; when I go home and after work I usually talk politics with my neighbor, with my wife... I ask what's new and she usually tells me yeah this is good, this is bad, a... consensus.

And so I think politics is very important for us. Usually politics, we don't take it the importance that is needed.

I think politics is very important in the sense that when we don't give it the importance that we have to talk about it or that we have to analyze what's happening, we usually get caught up in many mistakes, we usually tend to say "other people are making or taking decisions for us" and usually politics is about that.

When I give an opinion I say something that I like. I say: politics, I'm doing, I'm giving a point of view, I'm telling that I like this, I want this for the future. I want these mistakes to be corrected. And usually that's what I think politics is all about. For now, for example, I'm giving this.... Talking about this. The reason I thought that politics would be a good subject is because people don't like to talk about politics. Usually when we talk about politics is to say things are bad, that we are not taking good steps to correct the things that are bad. And so, politics has to do with that because when I'm organized, when I think about the future I say ok tomorrow I'm going to say this..., I'm going to correct this, I'm going to do something that's better for us and the future. That's what politics is all about.

When I take a public opinion, when I hear a politician say .... Well now everybody is talking about the political crisis, or I should say the financial crisis. Does that has to do with politics? Of course it has because we are people that are prepared, or that we see to the future. We usually have to say: 'well ok.. Where are our savings going to? What are we teaching the kids?. That's all politics. Politics is very important. So if we don't talk about it or we don't dealing with it in a same way, on

a way that's, that makes it easier for everybody to understand, then the things would be... it would be easy to correct for example. What does politics has to do?

As I was saying the idea that politics we should talk about it every day is not in the sense that we should make it something difficult to ....it should be like as I was saying a minute ago ...I was drinking water is something that is natural . We should do it in a basis that... to make it friendlier, to make it easier. I don't have to put myself in a situation where I have to blame somebody and then have to make them sort of the bad guy or the person who is going to pay all the situation, that's not the point, that's not the idea what I'm talking about politics.

Politics has to do with me getting to know what the other person thinks. If he thinks opposite of what I'm thinking, no problem. We have to get to a same point of view , then we have to say the things that are best for the community. For example right now we have a left wing or I should say a liberal party that is in the government. All right, what is the right or what are the conservatives doing about that? Are they going to make his mistakes so notorious that say 'everything that the man represents would be bad for the country'

So, that's the kind of situation where I think politics, usually is transformed into ....

When I say the other side of the idea or whatever it is if he is totally to blame...

then we can't work in the same situation because If I'm telling that he's the bad guy, all I'm doing is just putting him in the defensive side because he won't be able to give any ideas that would make the situation better, so when he gets to be in the situation of power, when he is in the... taking control of the decisions, all he'll be doing is putting the other guy on the platform or making the things worse, so that's what I think it is a great mistake for our country, whenever somebody goes to power all he thinks is about putting the other guy in a bad situation and making him....

As I was saying, so when the other person goes or gets to the power, the position, the only thing that would ...that is on his mind is to make the man commit or make more mistakes and that's a waste of time. And whenever that happens all you have is people accusing other person. You have waste of resources, you have a lot of situations that it usually... for me as an Ecuadorian I think is terrible and I think that now with this government people are taking more seriousless..., more seriously the situation of politics and measuring what they saying, they trying to make uhm.. right now our president Correa , they trying to make them avoid many mistakes , so I think is a good situation to for our country because we had so many

presidents that all that we have seen is that they get to power , they try to make more money and they have to, they don't need to... and there are certain ideas that are not necessary... and usually it's because politics is involved. If we have the media, the press, the TV and everybody saying that our president is making mistakes that are against our ...the general public all are we saying is that the man that is doing... that is taking the decisions isn't doing the things correct, So why is everybody trying to to bring the man down? He was elected, by democratic election. Supposedly he is, he did something to gain the favor of the people's opinion and that's a good idea. So now what we have to do is... sure we have to tell them 'ok that's not the way... we have two things, we have to make in another .... To take it in another direction. So that's what I think politics is all about; trying to make criticism with nice words, without telling him that he is going to go to jail , without telling him that he is an autocrat, without telling him that he is making a fool on himself. Or without telling him that he is going to make us look bad. All those things that we've seen in all of the other presidencies are the things we have to avoid.

That's why I think politics is very important. That we have to express. We have to say the things how we are thinking and in that direction try to make the man who is in power, make him make less mistakes than he would usually make, and if... that is one of the reasons why we see in the US form of government we usually see that the person that gets to the presidency, once he is there all he has to do is see what mistakes the other man did and try to avoid them. For example, Bush made a mistake of going into a war with a foreign country when he knows that one of the reasons when L. Johnson was in power he didn't have to send the arm forces to Vietnam, I remember that in those days the things that the persons...or what everybody was talking about was: 'why do we have to send our troops to another country to fight a war that nobody.... We don't need it'. Sure everybody says that we need petroleum, that we need foreign control that we have to avoid another Hitler that we have to avoid another Mussolini or another form or dictatorship, but that can be controlled trough many other ways. And that mistake that Bush made ...I don't think that Obama would make it on this period. Well he's trying to get out of it, and that was one of the reasons that he got elected also.

So those are the things that usually one president that goes in to the next presidency usually has to correct. Is the mistakes the other president made. And that's the way I see it. And that's the way I think politics has to be directed, that we have to talk about it , that we have to not be so antagonistic about it and we have to talk we have to say all right: I want a change and the things that we want to change are for better for everybody . And not just for the person who is in power.

And when we go on that right track everything else will work. Education, making money, what to do with the free time, and so many other things that is easier once you have money, once you have political stability.

And once we get right on talking about politics we usually have to think about what would happen in the future and in that sense the man who is in power, what he would be doing is that he'll be thinking about who is going to succeed him , what's one of the main problems, with once the man gets to power, he thinks 'ok I will be here 4 years, but what happens after the 4 years? Ok.. Who is going to succeed me? If I'm correct would I be reelected? We have all those problems with the constitution, usually all we have to think about is that if the people or the general public sees that politicians are doing what they think is correct ...what we talking about is everybody wants to have a job everybody wants to make a change in his life. He doesn't want to see the same mistakes being repeated again and again. And everybody is saying... oh.. wow!. And there goes the same history one more time. So that's the main situation that every politician has to do. The man who will succeed him usually has to be in the same side that he has been working has been gaining practice has been gaining experience through all the mistakes that the president is making. So when he gets, he'll see... ok this man will be doing something that would the reason and all I have to do is just help down politically but usually that never happens, the president that resigns or the president that gives his way to power all he's doing is making a good idea continue to prosper. And I hope that Correa would do that because since he is young and since he is, I think he is very intelligent, I hope that power doesn't get to him in the sense that he would think that he is the only one that is thinking, that he's the only one making the right decisions. And usually what I've seen in this political movement "Movimiento País" is that people are trying to speak more about politics. Who's the next person who would come with new ideas? Who's the next person that would take another direction? It's not just about criticizing about what other persons are doing the idea is to make things work. Here in my country in Ecuador we usually don't have the plans that other countries have and well, what I see in the coming elections or in the political sense is young people coming out of this idea that politics is bad. Politics is very important, we have to talk about politics. We have to talk about everything that is important for us. And we have to get away of that way of thinking, that politics is bad.

One of the reasons why politicians want that people don't get involved or that we think that politics is bad is because if we don't take that decision to go into politics what's going to happen? Is the same politician, the person who thinks that he's the only answer he's the only one , so all we have is one person being repeated and if

it is not repeated him, is repeated somebody who's going in the same direction, so he wants that to happen, so when we don't have new people coming out from any point of view , medicine, education, engineers, there is some many areas that people have to give a point of view and that is necessary , so I was saying that this concept that bad politicians don't want new successors and that's still maybe the reason they say :?ok, politics is bad , all you be doing is getting a bad name for yourself but you'll be getting a bad name for yourself just by staying and not doing anything , so its better if you go into politics say things the way they should be try to avoid get into legal troubles by calling him so many bad names or so many wrong names that people get offended by . So that's what we have to change we have to say that politics is very important.

## **SPEECH 2 – Individual B**

I'm going to speak to you about more or less about my situation which is very special, I don't know if many people would have been familiar with it.

When I was 8 years old, my father was working in Guayaquil. And he was also very lucky because he had a good boss. His boss saw that one of his good employees was sick for some reason. And so he thought that he should go to the doctor and the doctor said... the only reason or one of the things was that the doctors here in Ecuador... they couldn't find an explanation to my father's disease.

So the manager in 'Fleshman' company... he said ok, we'll make this happen so you could go and have a check out, a medical checkout in the US. No problem, my father went and he was there with my mother. And they made all the exams and all the necessary things that the doctor had to do with my father's situation in that time.

They said that he had a tropical disease that in those years they didn't understand much, so they asked my father if he could stay in service in sort of an experiment with the medicine they were trying on him to cure him.

So that was one of the reasons, and he said 'yes, ok'. The only problem was that he had to stay over there, so he would be traveling from Ecuador to the US back and forth. So he said 'ok, I'll bring my children'. And so we applied for a residency and they gave us the residency. And that's how we stayed in the US.

We went a year after that. The four of us.

My mother came, we were here in Ecuador. I was here in Quito. My other brothers they were in the coast. So we all went to the US and we lived there. We arrived in NY city. We stayed.

I learned English as a second language. I had a very good teacher in my 3rd or 4th grade and I learned English very fast, I was in a public school. We were with black students, with Latin, Puerto Rican students, students from Central America, Mexican students. But mostly it was black. I was going to tell you that we used to listen to black comedians because that was what everybody was saw...what we saw in TV. One of the things that I remember in the year 1969.

Well I was going to say that we arrived in the year 1966. I was 8 years old then.

In the year 1969 it... everybody in the US was tuned to the TV because in July the US sent a man to the moon. We're talking about... I remember... Neil Armstrong! At July 20 something... But it was very important because we saw how technology was changing we saw it in black and white and then color and we saw that the black race was taking part in everything. They were taking over the country. And it's funny now that we have a black president. But that's what the situation is ...it was then.

In those years 1969- 1970 I used to hear music that was... I don't know if you have heard Creedence Clearwater? No? well, Creedence Clearwater was a group that used to be a protest that would be the equivalent of listening here to Jaime Guevara, something like that or listening to Leon Gieco. Something like that against the military.

So, in those years we were listening to CCR or...who else was protesting? Do you remember Woodstock? The festival? There was Santana, who else... there were many groups. But the one I used to listen to and use to sing along. It was Creedence Clearwater. What else can I tell you about that?

During that time I was a high school student. I used to practice sports as I mentioned. I was lucky in the sense that education was very important, I was in a public system. And we use to have many things, I used to practice... I didn't practice North American football because I was too small; I didn't practice basketball because I was too small. So what I did practice was... first I started practicing speed skating. You've seen speed skating? You go around in circles during the winter games. I used to practice that because that was a sport that I liked because I like to go fast. Everybody talked about... I used to go cycling I used



to...Well I was a very active person. I used to practice baseball but not the baseball that we see professional . Was 'street baseball' . There was also 'park baseball' but it was also things that we used to do as kids as young persons.

And after that in high school. I got into a... I did gymnastics yes. In that area I remember that when I got to a certain age I had to decide to which high school I was going to go to. Because once you finish a certain level you have to decide where you go and usually you have to go where you live, you can't go... for example if I wanted to go to another high school I would have to make an application. I would have to say 'the reason I want to go to the school is because I have some problems', but they won't let you. You had to go to where you live closer to home. What else do I remember about that period of time?

We used to take very seriously our education . Everybody would try to be a good student. Everybody would try to do many things besides being academically strong.

I also went to athletics, I remember telling you about that, but I used to go out. I hanged out; I go out with people that used to go track and field. After that I used to worry about which university or college I was going to....And all of that came to my plans, when my family decided that we were coming back to Ecuador. I consider a very good move, a very good change because in that... in those times the USA was still in the problem with Vietnam and everybody was thinking that... well... I would say, I would have to decide if I would go into the reserve army, if I wanted to continue studyor if I would be drafted. That would be the force military. Well, I didn't get into that situation because since my family came here I stayed here and problem solved.

When I came here I definitely stopped speaking English 'till I went in the 'Colegio Americano'. There, I continued to speak English for a year or two until I found some good classmates.

One classmate, he came from Chicago, and usually when we were speaking we... all we did was speaking in English because we said oh... we had same situations.

He used to play hockey, I didn't like hockey. Hockey is a sport that for me is very physical, is more physical than anything because when you mix speed which is... when you're skating and if you get a real bad... that's why they're so protected because you can really get hurt in that. Besides with the puck the thing that you see flying around and everybody is so protected it's dangerous. And we use to talk about that and we used to talk about the music in those times, so. The Rolling Stones, the Beatles, so ...who else was strong in those days? Well the Beatles were

very important I used to hear The Beatles a lot. Which other group I used to listen to..?? Well I don't remember, I don't like music that much. I like certain rhythms, but not that... not that much.

What else can I tell you about that period of time? When I came back here it was in the year 1972 I think. Well... 66 plus 8, 74. We arrived here in Ecuador in 1974.

Then, those days there was still the military triumvirate and we didn't have elections 'till the year 1981 I think. With Jaime Roldós.

Well for me was my... it was a very good period because I was...during my puberty I was becoming a kid going to a man, I was looking for girls, girls were looking for me, I was listening. I don't remember if you listened to 'funky music' the disco? Everybody was talking about John Travolta and Grease, so for me it was a very good time.

Well in the Colegio Americano there were many people sons of diplomats, there were people who were rich and well I get to be able to see to important persons later to on life.

And it was a good idea, and after that I went into the National Politecnico University, I studied there for two years and then I decided I didn't want to study there because I had other things to do. So I went to the US again with my cousin and we stayed there for six months, I stayed more because since my English... there was no problem for me so I could get a job easily, there was no problem. For him it was harder 'cause he didn't have the English...it was. He couldn't speak English the way I'm speaking, so, when he applied for a job he would need me to get help him and so... No,... besides he wanted to come back. So I stayed a little bit more and after that I decided to come back to Ecuador and after that I've been here ever since as an English teacher. And after that I've been into the public servant , I used to work in the Banco Nacional de Fomento, I worked there for 11 years until the year 1993 when I decided that was enough for me and I wanted to go back into the private sector.

What else can I tell you about myself?

I'm a liberal, I'm a pacifist. I like things here, Ecuador is a country that for me is very lucky It has so many things.

I can remember when reading about the history, the 'woa woa woa' we had the balsa, who needed the balsa?, the military, and so it was a product for export. After that it was the coffee. I'm sorry, the thing, the cacao? And then after that? the

chocolate was before? Ok , then it was the 'cacao', then after that? Well, that's what I'm telling you about... Here we've been exporting so many things for other countries... as a trade situation, but besides that here in Ecuador people came very easily without .... Let's say somebody decided to blockade Ecuador, for example what they did to Cuba. No problem, you can blockade us and nobody is gonna die here, its very hard to that. Because all you have to do is grow up there and pick up food and start eating. It's very ... You have food that is because there's so much ripe fruit on the time for the season for harvesting. Is very easy, you have 2 or 3 seasons of harvesting ...that's... where do you see that? Nowhere else... So it has so many things that when you see in other countries, where you can't... you plant whatever you want to grow you have to wait 6, 7, 8 months, sometimes. Here you have 2, 3, 4 months and you can start again harvesting, you can have 3 harvest in a year. For me that's fantastic. Once you know what you have to eat, we don't eat wood, we don't eat plastic, we don't eat ....but we have to eat other things we have it here on Ecuador .

Many people take advantage of that because we are a little bit ignorant about that situation. Ok that's a problem we have to deal with it.

Why is that I mention to you that Ecuador is a paradise?, is because If I take an airplane from the jungle, I can be in the coast in half an hour and if I like mountain climbing I can go see a volcano , that's fantastic...in half an hour , that's easy , and we have the Galapagos Islands. We have many things that are fantastic in our country, so it's a privileged country; it has many things that we have to take care of.

We have to avoid troubles with Colombia, for example, what they doing or avoid that drug situation, we have to give fair prices to the men who takes care of the rural area, the farmer ... and if he is okay everybody else will be okay. And that's my opinion

Usually when I was working in the 'banco', I would have spare time, what I would usually would like to do is to read. That's my favorite past time. I like to read anything.

Now that we have the internet that's fantastic for me is when I have free time going to the internet. I like that.

Something that I want to know about for example the military coup about what is happening in Honduras right now it's a what situation or what is gonna happen. So for me internet is very important is something that is going to change our lives

because the education... is necessary the internet. You can see in the US everybody uses internet for everything, here we started to use internet , we're just trying to imagine the extent of... as a tool as a thing that we will be needing.

So, that's what I like to do. After I read the news I like to go out, walk , breath the air that we have here, I like the temperature, I like to walk I like to .... I don't go to the movies now that much.. I see the same things happening... nothing interesting , well as I mention I like politics, I like to talk with young people I like that. I like to hear music. Right now I'm trying to learn the way people use arts as a way of taking the stress out of life. If we can learn how to take the stress out of life is very important. People don't understand the problem we have with that.... Now the societies, the US and the European stress gets into the life in a way that's too if we can learn that here we'll be on the other side.

### **ANNEX No. 3**

#### **Transcriptions**

##### **Interview 1 – Individual C**

Hello good afternoon, what is your name?

*Hello my name is Carlos*

Hi Carlos, where are you from?

*I'm from Quito*

For how long have you been speaking English as a second language?

*I learned English when I was 17 years old?*

And how did you learned it?

*Well I went to live in the United states when I was 17*

Do you speak any more languages ?

Yes, I studied some French at college but I hardly ever use it

And now what is your profession?

*Well, I studied international businesses and I work right now for a glass company. I'm the vice president of the company.*

And tell me do you have the opportunity to apply your English knowledge in your work?

*Yes, of course. Actually I work a lot doing business with other countries, so I use my English almost every day*

And in the jobs you had before has it helped you?

*Well before I used to import some products from China and the United states so I used my English too for business*

So tell me with which countries have you worked?

*Well I have done business with the United States, with Korea and China*

And has been easy for you to communicate with other non native speakers of English from other countries ?

*Well it has been very difficult with Chinese people because they don't have a very good English, they know some English but is very hard for me to communicate with them when I call them on the phone, it's easier for me to send an e-mail or communicate written you know... when they write me an e- mail is easier that to speak to them is very hard for me to understand what they're saying.*

So I think that just by knowing English you can build a career. What do you think about that?

*Yes, I think is very important because if you know the language you know another language and English that is a very you know important language around the world you can communicate with many people and you can actually*

*do business or you can teach English or you can translate so you can do many things with your English so you can really build a good career.*

And do you think that knowing English in general, has it helped you making some friends from other countries or knowing other cultures?

*Of course because when I have traveled I had the opportunity to travel to other countries and if it wasn't for the English how can I communicate with those people, so it has been very helpful for me and I have made many friends in the United States and in other countries because of the English language.*

Ok, have you ever lived abroad ?

*Yes I have lived in Houston Texas for four years then I lived in Florida, in Miami for 2 years, then in Tampa 3 years*

How do you think is the experience of living abroad?

*Well for me it was a very good experience because I met many people and I went to school I had new friends, it was a new country, new culture, but also it was kind of difficult because they had different costumes and for me it was difficult because I wasn't with my family so I missed my family and the food also, I missed the food. But overall it was a very good experience.*

Was it easy at the beginning learning English ?

*Well actually at the beginning was very hard because when I went there I was 17 and I didn't speak English at all I knew some words but I couldn't understand what they were saying so I had to take an ESL course and it took me a while maybe 3 months to actually understand between 70 to 80% what they were saying, so at the beginning it was very hard for me to understand and it was very hard for me to speak the language, so I couldn't speak the language until maybe 9 months after I arrived the country*

And do you remember when did you realized that you acquired the language that you felt that you could speak the language?

*Yes, like, actually I was in an ESL course for foreign people for 8 hours a day so after, 3 months I realized I could understand the language but I was afraid to speak because I was afraid to make mistakes, so for me it took me a while maybe 6 months to start speaking the language but then after 9 months I was comfortable with the language because I read a lot, I watched TV only in English, so that helped me a lot, you know to build my vocabulary and to feel comfortable with the language.*

And Carlos, if you had the chance of living abroad again, where would you like to live?

*Well, in which country do you mean?*

Yes,

*Well I would love to go to Europe*

Where?

*Maybe to live in Switzerland because I have heard that is a very, is a very organized country you know they people are very educated, and I think it would be a very nice experience living in Switzerland, I have heard that the living it's very you know... the standard of living is very high so I think It would be nice for me and my family I don't think about other country.*

You wouldn't return to the U S to live?

*Not really because you know when I lived in the US maybe it was 15 years ago it was a different time and things were different you felt very secure, you felt like you were in a very nice society but right now as you see things their society is falling apart in my opinion so I don't think it would be a an ideal country to be with youyr family, maybe if I was single I wpuld go there but to raise kids and to go with your family I don't think so, unless you have you know good job opportunity that would be very interesting and you can sacrifice you know, that for money or something*

Of course, so in you experience that you lived there now you see that there is a big difference in the US

*Yes, there is a difference because before September 11 , you know you lived your life like I told you , you felt so comfortable in the US you felt secure, right know you feel very insecure in public places and that makes your life thought because you have to be careful that they gonna attack the country and everybody is you know freaked out about other people watching you , and you really don't have private life because they're checking all your private life so they can check for terrorism...*

Mostly if you are a foreigner right?

*Yeah if you are a foreigner, they are afraid so they check everything, so they check your whole life*

So nowadays do you believe in the American dream? Did you ever believed in the American dream?

*Well I believed before when I went like I told you 15 years ago I believed in the American dream, and I actually I think, some people, for some people they you know if they believe in the American dreams maybe they can do things in*

*America but right now I think is difficult, because is even difficult for people that are American citizens, so for foreigners is gonna be more difficult or unless you have like special skills to... that you go there because they need you because you're a scientist or because you have special skills this company will require your you know your assistant but, if not is very very difficult.*

Carlos what do you appreciate the most of a country like the United states?

*Well, when I lived there what I appreciated it was that people were very kind, the people that I met were very kind, were people that you can trust you know they were very easy going people, so that's were ....and very straight like when to do business with them is very easy because you told them what you want and they do it so you don't have you don't have to write any papers or anything so they are very... you can trust people, that's what I of the US*

They're very serious people

*They're very serious in business*

And they trust a lot in foreigners still?

*Well right now I don't know because the last time I live there it was maybe 5 years ago, but when I lived there, they trust you, I mean they trust your word, if you tell them you know I'm gonna do this or I'm gonna give you this they trust so, they trust. Right now I don't know.*

Well nowadays, would you rather live in... for example in the US or in Switzerland, or do you prefer living here in your country?

*Actually if I get the chance to go to another country like Switzerland I would go there because I know that I would miss my family for example my parents, my brother my sister, but you have the advantages, because you can have a better life over there you can feel secure, you have good education you have social security you have you know access to good health programs and all of that and sometimes here in Ecuador you feel insecure because of the economic situation, we have and a lot of delinquency, so you don't feel secure on the streets, so for me I would... If I had the chance I would go to another country*

But I think that there are a lot of good things of Ecuador, tell me about your favorite place in Ecuador for example..

*For example I love the coast I know, Ecuador is a very nice country I have my family that is from the coast so we like to go there you know sometimes 3 to 4 times a year we go to the coast, we really enjoy our time there but I also like I live in Quito so I like the mountains, I like you know...all Quito and is a nice city to live in Quito. I like ... what else?... maybe Galapagos, I went to Galapagos when I*



*was a kid but many years ago and I loved it it is very nice and I would like to go back with my family.*

Very interesting. Have you ever traveled to other countries?

*Yes, I actually this year I had the opportunity to travel to Asia, and I went to Korea, I went to China and Hong Kong.*

Ahh so, you went to Asia? Was it nice?

*Yes, it was a very nice experience I met very interesting people, I went for business, so I got the chance to meet people from Hong Kong, people from Korea, people from China, and to learn a little bit about the culture, the food.*

What about the food?

*Well in Korea the food was very spicy. , so I didn't like it that much, it was too spicy for me because I' not used to spicy food, but they eat very healthy, very healthy food. And for example in China the food was different, it was more to choose from. Its not like the Chinese food we know here in Ecuador. Its different but very healthy, they eat a lot of rice, they don't eat salty food and they eat a lot of vegetables, but it was very good food.*

Now tell me, tell me about the people, there in Asia, in China, in Hong Kong how are they?

*Well the people in China are very hard workers, they work very much, and most of the people are poor, people that work and live in factories, and you have also people that are very wealthy so you can really tell the difference..*

So is very alike to our country?

*Kind of... Yes, in China yes, in korea it was different because Korea I think is a developed country and Korea is... the people have a high standard of living they make good money most of the people make good money and you can tell because you can see the people well dressed you don't see homeless on the streets and you see the whole city is very very nice cities, you don't see trash, you don't see broken cars or..*

No no Korea is a first world country....

*They told me they have suffered a lot, because after world war 2 they were destroyed and they have really worked to build up their country*

*Hong Kong was a different city, HK was a very international city with people from all over the world a business, business city since you know it was a English colony you have the English influence so as you go to HK you see a lot of traditions and you see a lot of English culture even how they drive, they drive on*

*the other side the buses and the people are diff, they speak good English so is very easy to comm. With them , they told me it was a very safe city because I was afraid to go out downtown, but they told me its the safest city in the world you can go out at 3 in the morning and just I went shopping for example downtown and I was walking with bags and I bought some watches and I had no problem even at night so it was very nice experience*

Very interesting what you told me. Do you know any more countries?

*Yes I went to Brazil 2 years ago to Rio and Sao Paulo, and also Colombia , I went to Bogotá.*

So would you like to know other more countries ?

*Oh of course I love to travel, who doesn't? I would like to go to another countries.*

Which country for example. ?

*Well I would like to go to Europe , Europe, whole Europe, maybe Germany, England, Spain, Italy..*

So now tell me about Brazil, how was the experience in Brazil?

*Well I went to Brazil for a week I went to Sao Paulo to a international fair for business also. It was very interesting to me these people because they are very happy people, very party going they love to party, very easy going people so you can make friends so fast. So I went to this fair for 3 days, and we went to this big... it was a big fair so we had 3 days to go around and see all the machines... glass machines, and we made many contacts with Brazilian people, then we went to Rio de Janeiro, that was a diff experience, we went to Rio de Janeiro just for fun not for business, it was a very nice city. People here are all fitness people , you know they love to exercise so you see people walking around, doing exercise*

Are women as pretty as they say?

*They are very pretty and big, big women...*

They are tall?...

*Very tall and ... they're not like thin women*

But they are not fat?

*Not fat*

*They're fit, they're fit women, they love to exercise, so you see people ahhh. I got the chance to be there on Sunday, so you see people like right on the beach and they are just you know jogging, doing exercises and even kids to people that are 60 to 70 years old you see people just exercising and taking care of their bodies, and ....*

And how do they eat? They take care of eating?

*Well, I went to several restaurants and they eat a lot of meat they love meat a lot, so they eat a lot. But since they you know they burn a lot of calories because they exercise so much they were telling me in Brazil, in Río de Janeiro that one of the biggest business is gym, so everybody goes to a gym and some people that have more money that have personal trainers and they really care about their image and also they go to..... some people go to brazil too to get surgery or you know, facial or body sculpture so...*

So they love to have surgery...?

Maybe they are the Latin country that is most likely to have surgeries

*You see a lot of women with surgeries you know ... a lot of women with surgeries...and men too, and it's because they wanna look good, they all wanna look very good. So, is it was a very nice experience*

Thanks a lot Carlos that will be all for today....

*Ok thank you so much*

Ok bye bye

Bye..

### **Speech 1 – Individual C**

Hello, I'm going to talk about my trip to Asia in 2009. I got the chance to go to Asia in March 2009 for business trip. I took a flight from Quito to Houston. Then I flew from Houston to LA and then straight from LA to South Korea. When I arrived at Seoul – Korea, it was a very good experience. You see everything is so clean. So nice, so very well organized. As I arrived to Korea, the weather was very cold. I had this guy from a company that I was contacting picking me up at the airport. He picked me up, hum... he spoke... I was lucky that he spoke Spanish. Because this guy... his parents were from Korea, but he was born in Argentina and he lived most of his life in Argentina. So we arrived at Seoul and he, first he took me to lunch, he asked me what I wanted to eat. I just told him that you know...I wanted to try their food. As we arrived at this restaurant this unique restaurant he told me is a regular restaurant for lunch. When you arrive at the restaurant you have to take off your shoes. Is their culture. So you enter without shoes. And then, they have a very low table in the middle of the room, and you have to seat on the floor. First they

serve you water as their tradition; they drink a lot of tea, so they serve you cold water and tea. Then they bring you all the food. Maybe... 4 or 5 different dishes. Includes chicken, meat and a lot of vegetables. What was very interesting about their food is that they eat very spicy food. They love spicy food and they always combine vegetables with meat. So they put in the middle of the table all the food and you got the chance to share with everybody and eat as you want. I really, I tried the meat and I tried some vegetables; some of them very spicy, so I couldn't eat them. They were talking in their own language which was impossible for me to understand, but my friend was translating, you know... to them. My thoughts, my ideas, and we tried to have, to have a conversation with them.

Later on we went to this factory to see what I was going to buy; I was going to buy some glasses for cars, so we took maybe a one hour trip to the Warehouse. As we arrive to the warehouse....it was a very big warehouse. So they were showing me all the different windshields, different products that they had. And I was choosing what I wanted to buy from a catalog too.

They were telling me that in Korea they had a vetting for exports is impossible for them... for the country to export. That they have a way that they can get some merchandise that is like merchandise, that is supposed to be sold inside the country but they don't sell it and they export it.

It was very interesting that these people are very concerned about other countries, so they were asking me all the time about my country. My culture and they wanted to know more about my country. So I tried you know... to give them some ideas and how is our country, the different weathers that we have here, the different seasons, the different parts of the country that are very interesting. For example the highlands, the coast, Galapagos Islands. And they were very excited as most of these people have not...they never got the chance to go overseas. Later on to... for dinner. Again at dinner they have almost the same food. A lot of vegetables, they drink a lot of beer too, and very spicy food again. I tried some but it was it was...the food was too spicy for me so I couldn't eat it. They told me that in their country they had suffer a lot because they were... after World War II they were..., their country was closed and they couldn't get food, so they have suffered a lot from food, because they couldn't get food and it was a very difficult time for them. So I saw them that they really try to order what they wanna eat, they don't waste food, they're very concerned about ordering what they're going to eat.

The next day I got the chance to go to downtown Seoul. Which was very interesting, is a very modern city you can find a lot of modern buildings, most of them are very tall, with glasses, a lot of glass, very modern city. They were telling that the city is

very safe, you have a lot of police walking on the streets making sure that everything is ok, people are very respectful. And you can tell that most of the people have an average good quality of life, they make good money, they work in different jobs, most of the jobs are factories technology and they have a very even quality of life. You don't see like poor people walking on the streets or people that are so rich. They really maintain like a middle class.

Ok, after...the 3d day I had to go to Hong Kong to meet another guy from another company so I flew from Seoul to Hong Kong. Hong Kong it was a very interesting city, since it was a English colony until 1996, all you can see in there is English culture, for example they drive at the left side of the road. You can see the two story buses, is a very crowded city, they don't have so much space for men so they have to built tall buildings, so most of the people live in tall buildings and is surrounded by sea, the weather was cold also. But it wasn't too bad. I got the chance to arrive to this nice hotel, with a beautiful view of the of the coast and, it was interesting to see how people were all... even at night, at ten , eleven at night, they were walking on the street without any problem. They told me that Hong Kong is one of the safest cities in the world. You can walk around at 2, 3 in the morning and nothing will happen to them. This because they have very strict laws. So if they find you doing something you really can get in trouble and you will go straight to jail. So they're very concerned about security and as they are a tourist country, they want to make sure that the tourist are comfortable and they have no problems.

The next day I took a flight to China and I arrived at the province of Fuzhu . I was visiting another factory were they produced glass. As I arrived to the airport it was a different people I saw in China, because here you can tell... since this country is very populated, you can see a lot of poverty, you can see the difference between poor an rich. A lot of poor people. Their cities are building up they have different new houses, they have different constructions, but it looks like country is growing is opening to new markets but maybe in the last five years. As we arrived at this new factory. For me it was amazing to see how big this was. It was one of the biggest glass factories in China, the first day they took me for a tour where I get the chance to see how they produced glass, it was very interesting to see a float glass factory. They have a st... furnace. How they do it? First they make glass by mixing sand with other materials, and you see a plant, you see the furnace is about one mile long.

So, they mix all the sand with different materials and they have to make all this melt in 3000° Fahrenheit heat. Once they do that you can see the glass coming out very hot and is a continuous production. They told me that they have turned on

this furnace maybe 20 years ago and it has only stopped two times. Because is so expensive to produce glass. The glass demands so much energy. They cannot stop their furnace. Then as you start walking you can see the glass coming out in a continuous way. The glass continues to come out and goes to a different stages, first they blow air to make the glass cool down and then they use also water so they can make the glass cool down.

At the end they start cutting the glass and you have the big sheets of float glass. It was very interesting; they told me that they produced large quantity of glass mainly for export. They also are very concerned about the environment, so whatever glass is not used or they have problems with the glass what they do is recycle. So outside the factory you can see big piles of glass that is going to return to the furnace to be melt down in an .....(13.30) and mix with other materials to produce glass. So they are very concerned about the environment.

The next day they took me to the plant where they produced glass for vehicles, here it was very interesting they manufacture maybe 5000 to 8000 different brands of cars mainly for export to USA, they also export to South America, and to Europe. The most interesting thing it was that they produced in different furnaces, they had maybe 30 to 40 furnaces to produce different brands of cars. They're very well organized. And they told me that if we placed an order it only takes them 3 weeks to produce the whole order. So they don't carry out any stock and they just produce whatever you have order ...(14.40) How they produce this? So they have to get the float glass, they have a machine that automatically cuts the glass, into pieces or the shape of the windshield or any window they want to make. They cut the glass then the glass goes to a line where they wash the glass. If they have a glass that needs painting, they paint the glass and then goes straight to the furnace. All this process is automatically. They don't need too many people to operate this plant because most of the machines are automatic and handled by robots. Then, once you have the glass on the furnace they laminate if is a windshield which is laminated glass, they put the PVB they stick the other glass together and then it goes to another process where they make one glass stick to the other.

There are very close about the technology because they told me that most of the technology has been developed by them, so they don't really let you see all the processes. Because is supposed to be secret. The next day I went again to another province of china to see a different factory. In this case this factory was a small factory. They produced much less from the other factory. But mainly windshields.

I got the chance to go to the laboratory where they showed me the different tests that they do to glasses to make sure they comply with international regulations.

Maybe 90 to 95% of their production is for export, therefore they need to comply with DLT, they need to comply with ISO, so they need to have all these regulations to be able to export.

The next day I went back to Hong Kong, and I had the chance to go out at night to eat sushi. Which was a new thing for me but at the end it was a very good experience. We tried maybe ten to 20 different types of sushi. Things that I had never try in my life before, but it was very good. Then I had to flight back to Ecuador, so I took a flight from Hong Kong to Newark which was a 19 hour flight. It was a very tired, very long flight, and I arrived at Newark... I had to spend there maybe 3 to 4 hours to get my flight to Houston. I finally arrived to Houston at maybe 10 at night so I was very tired. And the next day I arrived to Ecuador. For me this was a very good experience because is a new culture, this people are very hard working people. People that have suffered a lot. And, I learned a lot of them. It was a good experience, I really would love to go back there.

## **Speech 2 – Individual C**

Hello today I'm going to talk about my experience since I was a kid and later on my experience of learning English in the US.

When I was young I grew up in Quito, but all my summers I spent in the Coast, in Manta where my grandmother lived, it was a great experience for me because I got the chance to live in the coast for three months every year. I had my friends in Manta, we had a great time, we had parties, we went to the beach every day and we really enjoyed living in this small city where it was a very simple life than it is now. As I was growing I kept going to Manta every summer until, I turned 16 years old, when I turned 16 years old, my parents told me that I had the opportunity to go to live in the US. At the beginning I wasn't too excited because I had my friends, I was in school here in Ecuador, I was a freshman in High School and I really didn't think it was a very good idea because I didn't know the language, I had never traveled abroad and I didn't wanted to go. So I remember that my mom, she took me to the American embassy to get the visa. When I was getting into the embassy I was thinking all the time that I hope these people don't give me the visa because I didn't wanted to go, but it wasn't that lucky for me , but my mom was so happy that they finally got out of the embassy with my passport and my visa. So we went straight to Continental Airlines to buy my ticket to Houston. I remember it was on

august 7<sup>th</sup> and the ticket was for august 10<sup>th</sup>. Then I told my friends , my best friends and they threw a party for me and I told them you know that I was going to be there for a year and come back next year to go back to school with them. As, well as the day arrived to leave they took me to the airport very early in the morning, I remember it was a very cold day and I was wearing a sweater and my leather jacket and I took the airplane straight to Houston. It was a 6 hour flight for me it was all a new experience, it was very long flight for me because it was my first time that I was flying, I was travelling so long. I remember that I arrived at Houston at maybe at noon. My first impression was the airport it was a very big airport, so many airplanes that I had never seen before. As I got out of the airplane I arrived to customs. I had to go to customs; it took me a while because it was... Houston it was a very big airport in the US, a lot of different connections, and I was very nervous about what they were going to ask me but at the end it was very easy and I got through customs with no problem and I remember seeing my aunt my uncle my cousins outside the airport waiting for me. As I told you before I was wearing this leather jacket and I didn't realize that in August it was the hottest month and it was so hot that I remember that when I got out of the airport and those doors opened I felt the heat like if I was opening an oven I was so hot, it was so humid that I couldn't breath.

Well, we went to my aunt's house and she told me that that afternoon we needed to go to my new high school, so we had lunch, she took me to my new high school, it was a big high school. Maybe 3000 students,

I was afraid very afraid because my aunt was speaking with so different people that I was new that I couldn't understand anything of what they were talking about. At the end I got registered at the high school and they told me that Monday I had to come at 7:00 to start school. In this school they had an ESL program, which was for international students that didn't know the language, so they placed you in this class with different students from different countries, but they try to not to place you with students that speak your own language. So most of my partners in these classes were Chinese or people from other, from non Spanish speaking countries. So I needed to force myself to learn English. I was in this ESL program for maybe about 3 to 4 months. I took classes everyday, 8 hours a day. I had my teacher she was a Chinese but she had lived in the US for maybe 30 to 35 years, she was a very good teacher, very patient, and I remember everyday learning new words, trying to speak with my Chinese partners because it was the only way I could communicate in English.



And everyday I start gaining new vocabulary. I also had to take some regular classes as math, history, English, which were very difficult subjects for me mostly for the language. So I had to read a lot. I also had the problem that my aunt told me that when I was in her house I couldn't watch Spanish television channels, so they allowed only to watch English which at the end helped me also to speak English faster, and my cousins were prohibited to speak in Spanish to me and they spoke only in English, so I could learn the language faster.

As the months went through finally four months, I got out of the ESL program, I can say that I understood maybe 90% of the English, but I couldn't speak. Well I could speak but for me it was hard because I was afraid of making mistakes, so I remember the next year, it was summer, my aunt told me that if I wanted to, I could go to my other uncle's house to spend the summer over there, so I said yes no problem going I can go there, but my uncle he is married to an American, she speaks Spanish, but the first day I arrived at her house she told me 'ok you're gonna come to this house and you're gonna forget about Spanish and you're gonna speak only in English to me. So that was a surprise for me it was kind of difficult because I had to make the effort to speak English. But at the end it was very good experience because in a few weeks, maybe 2, 3 weeks I was speaking English, I made some mistakes but I was speaking so I wasn't afraid anymore.

So next year went by and I went to my Senior year in high school, well I had to take some summer school, I took night school to get ahead of the ... because I needed to complete all the credits to be able to graduate that year. So I took extra classes, extra summer school and night school to be able to complete all the credits, I needed to graduate. So at the end of that year I graduated from high school finally in 1996. When I graduated from high school I was thinking to stay in the US but I really wanted to come back to Ecuador and finally I stayed for 3 months then I decided it was time for me to come back. For me I think it was a very good experience after 3 years living in the US without coming back to Ecuador because I learned many different cultures, I learnt that people in the US are very different.

When I was living in the US, Clinton was the president, so the country was in a very good economy. There were plenty of jobs. For me it was very easy to get a job. I had no problems with applying for jobs and I went to the restaurant field. So I applied for a job as a waiter in this restaurant called Soup & Salad. It was a very fast food restaurant, I worked four hours a day as a waiter, I made good money and it gave me time you know to go to school and then work in the afternoon. It was only 4 hour and then on weekends I also worked cleaning houses and helping my aunt inside her house cleaning and different things. But, I felt at that time that in

the US people felt very comfortable, it was different time as I told you, the economy was very good. You felt very safe. It was different than it is right now.

When I was working I had the experience of meeting many people because Houston was a very international city where you can find people from many countries. I met people from Mexico, from Colombia, from Asia and I had very good friends. We used to go out a lot in Houston, there were a lot of clubs where you can go out, international clubs where they played international music, Spanish music and also music from the US. As I went out so many times with my friends, I never had problems with security and never felt afraid of going out at night. I felt very safe, even though they said at the news that Houston was a quite dangerous city, but if you don't go into the bad neighborhoods you had no problem.

Then I found another job at this hotel where I had to be a waiter also at the main restaurant when I was working there...It was a very fancy restaurant. This restaurant was mainly for business people, so I had to work at night and I got the chance to meet very interesting people in this restaurant, people who were like business men, but were travelling for eh... all over the world to do business in Houston, mainly oil business. and I made very good money, so I got the chance to get a new car, I got my Honda Accord, and that was my new car. So for me it was a very good experience because people were always nice to me. I never had any bad experience in the US. I learned a lot from these people because they are very hard workers. People really trust you, they trust a lot on whatever you say to them and if you are very hard worker they compensate you, they pay you very well, and finally I decided to come back to Ecuador, I was already 19 years old in 1996 and when I came back to Ecuador it was a shock for me because I was already 3 years away from my house, everybody was in their own activities, so when I came back I had really nothing to do, so I decided to get into college, so I applied at the Catholic University to study International Business: I took the test, I passed, but the second test I couldn't pass because they required that I needed to speak French. So I went to the French Alliance to learn French for a year. When I was there I had the chance to apply for a job in Pacific National Bank and I worked there for 7 months while I was going into French classes. Next year I took the test again and I passed, they told me that I had to make an effort to get to a certain level because I was lower than average on French level but they accepted me at college, so for me it was very good news and I had to choose between my job at Pacific National Bank or going to college, so I decided that I was going to quit my job and just to be a full time student. So I went for, I went to the school for 4 years and finally I ended up finishing my career 4 years later. Then I got married and I had a kid, and at the end I think it was... All this experience in my life was very interesting to go live abroad, I

think is a good experience I recommend everybody to try that because it is good to learn about other people is good to have experience that you live in other countries were people live in a different way that we are used to and it helps you grow as a person it helps you realize that there are more things that you can do in your life and it helps you to be an independent person and more responsible person overall. That's all.